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ABSTRACT

This report assesses the Open Access, Satellite Education Services (OASES) program, a joint venture between South Oklahoma City Junior College and the Metropolitan Library System of Oklahoma County designed to provide adult education opportunities to all segments of the area's urban population. Program goals are outlined in terms of numbers of program participants (by age, ethnic background, residence, and payment mechanism used), participant evaluation of classes, effects of publicity and recruitment on enrollment, counseling effectiveness, activities summary, and library programming. Tables summarize the general characteristics of the target community, obstacles to adult education (e.g., transportation, child care, cost of classes), and non-credit, credit, and special program and workshop course offerings. Also included are a survey of student evaluations of OASES programs; sample pages of the "Central Oklahoma Educational Resource Directory"; an OASES cost effectiveness study; supervisors' responses to evaluators' criteria for effective joint programming; results of a survey of library users; letters of support; evaluations of the administration, the mid-management and planning, and the advisory committee and other OASES staff; and a budget report. (MB)

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OPEN ACCESS, SATELLITE EDUCATION SERVICES

(OASES)

FINAL ANNUAL REPORT

SU3MITTED TO:

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

SEPTEMBER, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dale R. Gibson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JC 790 310

South Oklahoma City
Junior College
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OKLAHOMA CITY, OKLAHOMA
73159
A/C 405-682-1611

September 19, 1978

Mr. Rusty Garth
Fund for the Improvement of
Postsecondary Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Mr. Garth:

South Oklahoma City Junior College, in conjunction with the Metropolitan Library System, has successfully completed the second funded year of the Open Access Satellite Education Services (OASES) project. Therefore, I would like to take this opportunity to express to you and the entire FIPSE staff my appreciation for your support during these past two years.

The attached performance and financial report details the project's activities and accomplishments during fiscal year 1978; however, I feel that two points are outstanding and deserve to be mentioned here. They are:

1. The college and library system have developed a cost-effective, replicable, and generalizable project and model of cooperation.

2. The OASES project is being continued and maintained at its current level, with plans for expansion being continually developed and refined in consideration of community needs and the agency's capabilities.

OASES would not have been a feasible project for SOCJC or the MLS to initiate either independently or jointly, nor would it have become a viable project, without the initial seed monies from FIPSE.

Thank you for your assistance in making this project a success.

Sincerely,

Dale L. Gibson
President

kh
enclosure

An Equal Opportunity Institution

metropolitan library system
serving oklahoma county
131 northwest third oklahoma city, oklahoma 73102 (405) 235-0571

September 18, 1978

Mr. Rusty Garth
Department of Health, Education and Welfare
Fund for the Improvement of Postsecondary Education
400 Maryland Ave., SW
Washington, DC 20202

Submission of this report regarding the Open Access Satellite Education Services (OASES) project details the activities of this endeavor for fiscal year 1977-78. It also marks the ending of the second and final year of this as a project partially financed through the Fund for the Improvement of Postsecondary Education.

The project partners, South Oklahoma City Junior College and the Metropolitan Library System, are convinced that the project has been a success in design and in the reality of delivering educational services to the community. We have now budgeted OASES for continuation during 1978-79 at approximately the same level of funding provided by both partners and FIPSE monies in earlier years and have begun its expansion into a second distinct community.

The support that the project has received for the past two years from FIPSE has made this community service a reality. We appreciate the concern for the success of OASES that members of your organization have held and their active cooperation in making the success possible.

Sincerely,

Lee B. Brawner
Executive Director

LBB:cg

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OASES RESEARCH MODEL 3

BACKGROUND & BEGINNINGS

Oklahoma City's urban sprawl has made it increasingly difficult to provide adult education opportunities in locations accessible to all segments of its population. The problem of how to meet the community's continuing education needs was addressed by South Oklahoma City Junior College and The Metropolitan Library System of Oklahoma County in their joint venture: Open Access, Satellite Education Services (OASES).

The OASES project is the culmination of over three years of planning work by staff members of both institutions and two years of development work with Federal funds. The partnership is providing quality, low cost continuing education to the citizens of the Oklahoma City metropolitan area.

Because both the library and the college have suffered from inflation in recent years, neither would have been able to handle an innovative, experimental project such as OASES entirely on its own. The FIPSE funding for the joint project has made it possible to develop a model of collaboration and coordination among the library, college and other educational agencies in the community. The FIPSE funding ended June 30, 1978. At this time, both the college and the library have agreed to continue the program with the same goals and objectives and at approximately the same funding level.

The Capitol Hill Branch Library was selected as the library site best meeting selection criteria and serves as the prototype OASES Center with the target audience to be served residing roughly within a one and a half mile radius of the library. The area was originally chosen because of the lack of educational resources coupled with its growth potential. Concurrent with the first two years of OASES, the area's growth was evidenced by designation as a redevelopment area by the Economic Development Area, the increased number of store front businesses and the entry into the local community of the Mexican American Cultural Center.

Data gathered during the project's design period and first year indicates the following regarding the approximately 30,000 persons in the audience:

> The median income and median number of public school years completed are far below the metropolitan area average; almost 30% of the total population is age 55 years or older; and the area has a high concentration of Mexican Americans (11 percent) and Native Americans (6 percent). (See Addendum A.)

Target audience residents did not pursue continuing education because of a lack of time, money, transportation, basic learning skills, and education oriented traditions in the families. It also became evident that there was a lack of continuing education programs in this area that were reasonably accessible and designed to meet their specific needs. Adult basic education and General Educational Development (GED) programs were not provided in the area, nor were there any citizenship instruction programs

including English as a second language, or selected short courses serving area businesses. There were no special programs, nor services for women and older Americans.

OASES was intended to overcome these obstacles to learning. Most of the first year's work of the project was carried out by four full time OASES staff members: Sandy Ingraham, project director; April Haulman and Art Hill, program assistants; and Linda Barnes, administrative secretary. The first year staff continued their work into the second year. In the second year of operations, one program assistant (Art Hill) became a half-time employee (filling the rest of his time with a related program), and Ed Cunliff was hired as a part-time counselor. Rita McNeal was employed directly through a grant to the library to work with OASES to begin an extensive needs assessment and experimental programming at the Ralph Ellison Branch Library. All of the staff came to their positions with previous knowledge of the community and its problems as well as having diverse backgrounds in community services and education.

The OASES Center is located on the second floor of the Capitol Hill Branch Library in what had previously been the library auditorium, also the locale of most learning experiences by or through the project. The library also renovated a storage room in the basement as a classroom which is now used primarily for GED activities as well as being set up to receive Talkback Television programs. The physical space is organized and put to various uses on the same open space principle successfully utilized at the college by using some of the college's attractive, sound absorbing space definition panels.

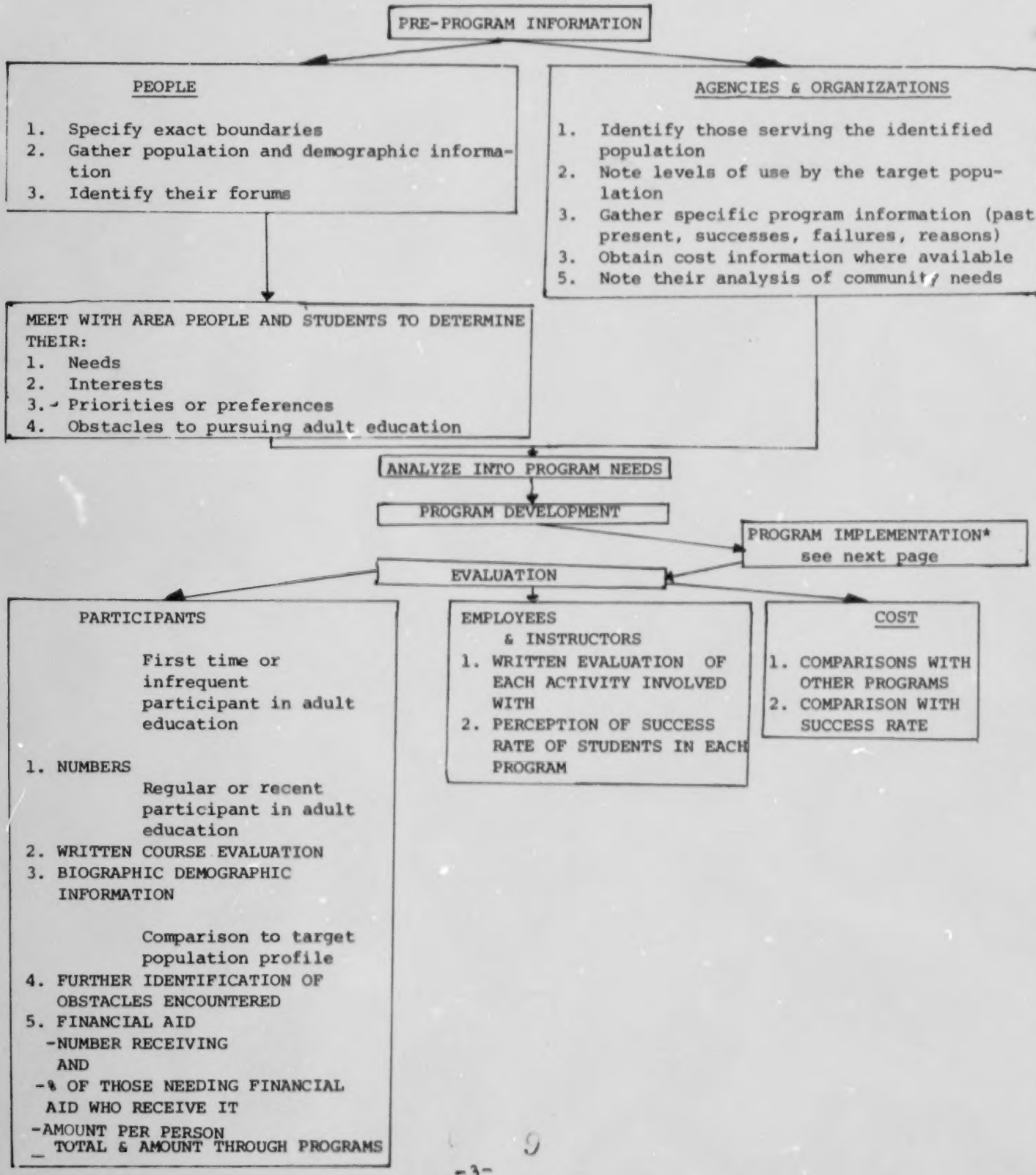
Direct management and development responsibilities of OASES are vested in the director, who in turn works directly with one administrator each from the college and the library to complete the management team. As the project has developed, the OASES staff has been integrated into both parent institutions with the result that OASES staff members are on a direct communication and negotiating basis with departments or individuals. In some instances, such as publicity and printing, both institutions work cooperatively to achieve maximum service to the OASES project.

OASES "INTENDED OUTCOMES"

The project is organized around three major intended outcomes: 1) to increase continuing education services to populations currently unserved or underserved; 2) to encourage adults to make fuller use of existing educational opportunities by developing positive attitudes about education and providing information about such opportunities; and 3) to examine the potentials of two education-oriented agencies in working as partners and to create a model of cooperative service which can be duplicated. The design includes activities and objectives related to each of these that lead to their realization. The OASES Research Model on the following page presents the basic framework for activities and the organization of this report.

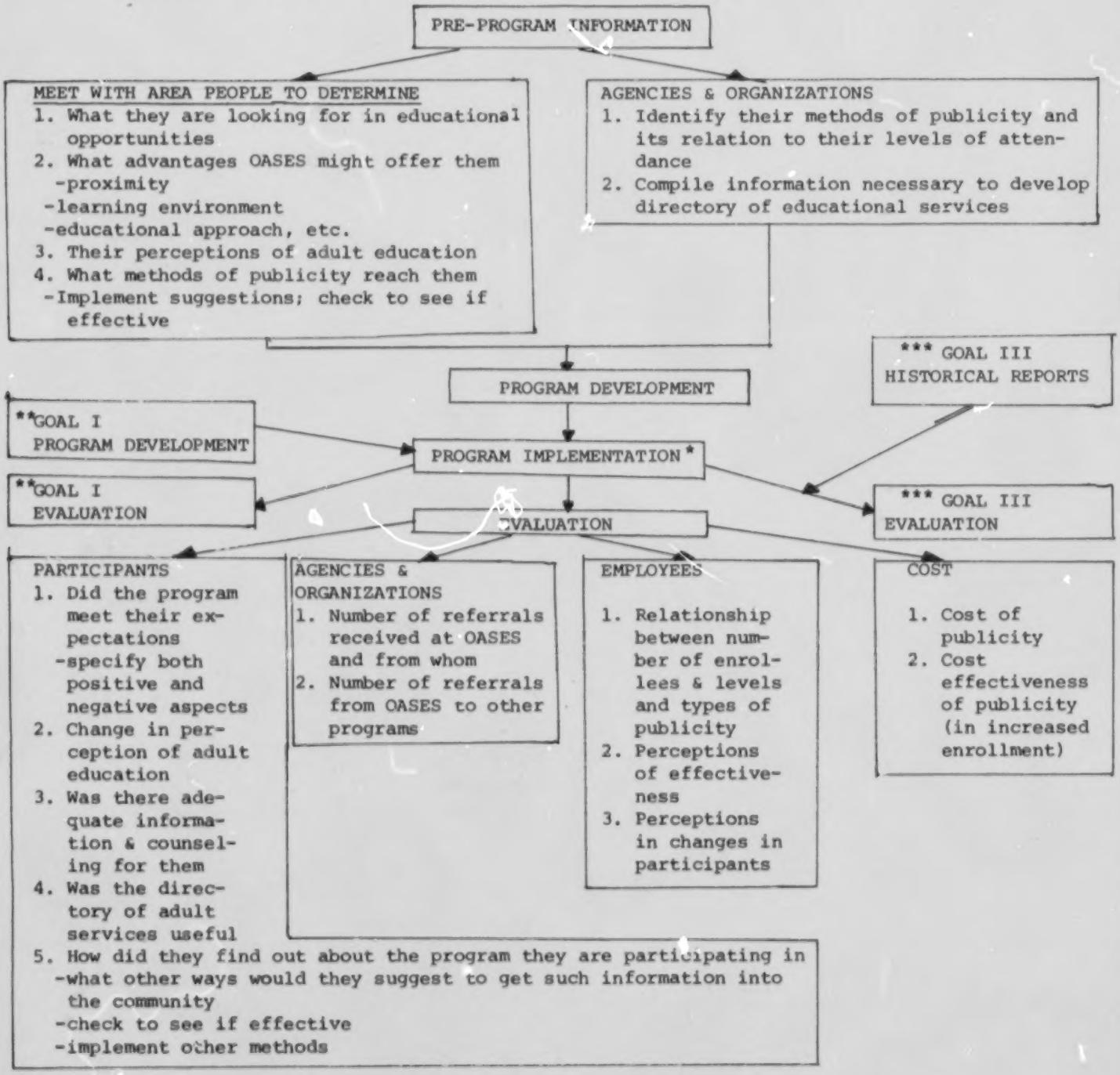
OASES RESEARCH MODEL (A)

GOAL I: TO INCREASE CONTINUING AND ADULT EDUCATION SERVICES TO POPULATIONS CURRENTLY UNSERVED OR UNDERSERVED.


PRE-PROGRAM INFORMATION
PEOPLE
1. Specify exact boundaries
2. Gather population and demographic information
3. Identify their forums
AGENCIES & ORGANIZATIONS
1. Identify those serving the identified population
2. Note levels of use by the target population
3. Gather specific program information (past, present, successes, failures, reasons)
3. Obtain cost information where available
5. Note their analysis of community needs
MEET WITH AREA PEOPLE AND STUDENTS TO DETERMINE THEIR:
1. Needs
2. Interests
3. Priorities or preferences
4. Obstacles to pursuing adult education
ANALYZE INTO PROGRAM NEEDS
PROGRAM DEVELOPMENT
PROGRAM IMPLEMENTATION* see next page
EVALUATION
PARTICIPANTS
First time or infrequent participant in adult education
1. NUMBERS
Regular or recent participant in adult education
2. WRITTEN COURSE EVALUATION
3. BIOGRAPHIC DEMOGRAPHIC INFORMATION
Comparison to target population profile
4. FURTHER IDENTIFICATION OF OBSTACLES ENCOUNTERED
5. FINANCIAL AID
-NUMBER RECEIVING AND
-% OF THOSE NEEDING FINANCIAL AID WHO RECEIVE IT
-AMOUNT PER PERSON
TOTAL & AMOUNT THROUGH PROGRAMS
EMPLOYEES & INSTRUCTORS
1. WRITTEN EVALUATION OF EACH ACTIVITY INVOLVED WITH
2. PERCEPTION OF SUCCESS RATE OF STUDENTS IN EACH PROGRAM
COST
1. COMPARISONS WITH OTHER PROGRAMS
2. COMPARISON WITH SUCCESS RATE

OASES RESEARCH MODEL (B)

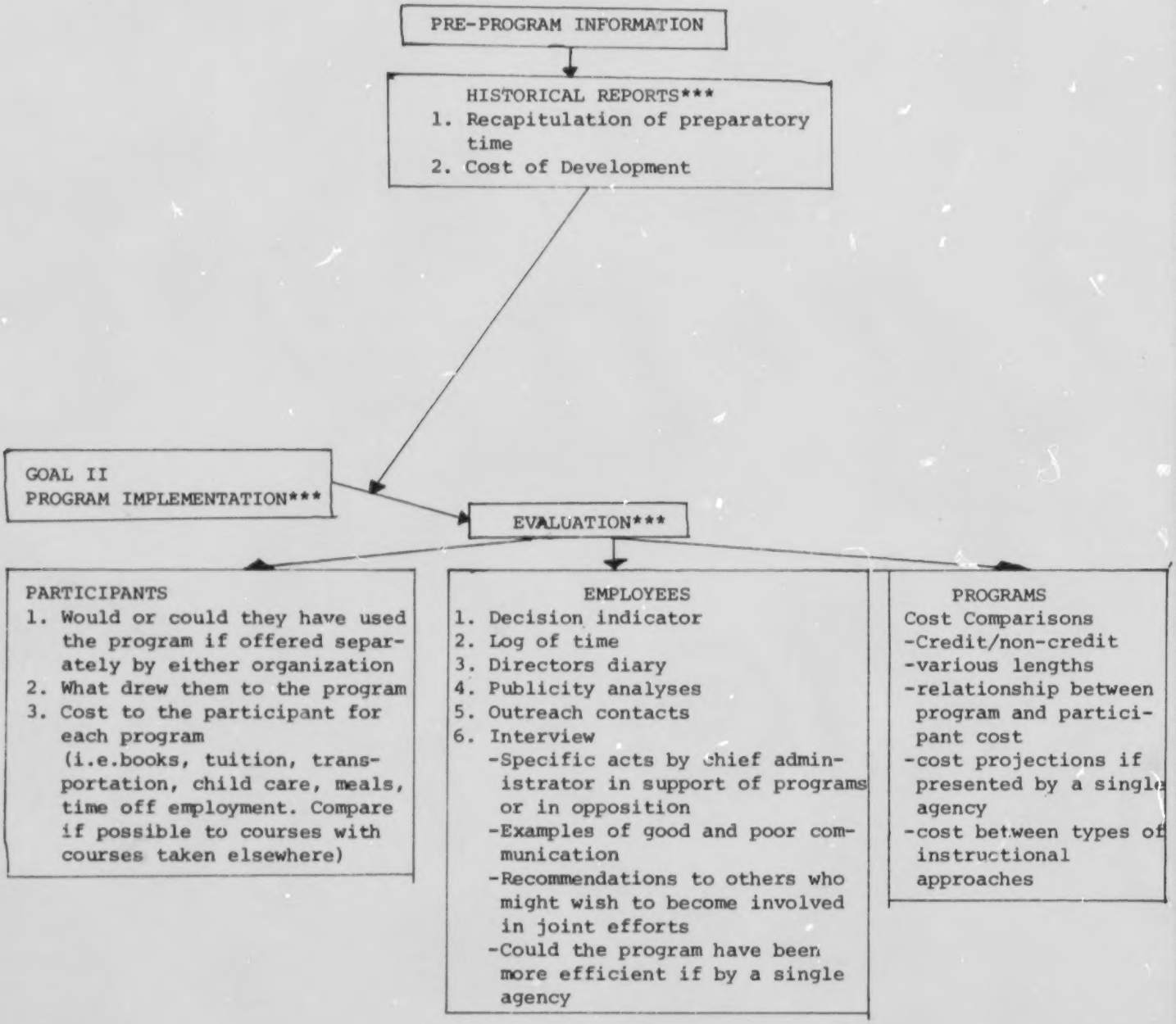
GOAL II: TO ENCOURAGE ADULTS TO MAKE FULLER USE OF EXISTING EDUCATION OPPORTUNITIES BY DEVELOPING POSITIVE ATTITUDES ABOUT EDUCATION AND PROVIDING INFORMATION ABOUT SUCH OPPORTUNITIES


PRE-PROGRAM INFORMATION
MEET WITH AREA PEOPLE TO DETERMINE
1. What they are looking for in educational opportunities
2. What advantages OASES might offer them
-proximity
-learning environment
-educational approach, etc.
3. Their perceptions of adult education
4. What methods of publicity reach them
-Implement suggestions; check to see if effective
AGENCIES & ORGANIZATIONS
1. Identify their methods of publicity and its relation to their levels of attendance
2. Compile information necessary to develop directory of educational services
*** GOAL III HISTORICAL REPORTS
PROGRAM DEVELOPMENT
**GOAL I PROGRAM DEVELOPMENT
PROGRAM IMPLEMENTATION*
**GOAL I EVALUATION
*** GOAL III EVALUATION
EVALUATION
PARTICIPANTS
1. Did the program meet their expectations
-specify both positive and negative aspects
2. Change in perception of adult education
3. Was there adequate information & counseling for them
4. Was the directory of adult services useful
AGENCIES & ORGANIZATIONS
1. Number of referrals received at OASES and from whom
2. Number of referrals from OASES to other programs
EMPLOYEES
1. Relationship between number of enrollees & levels and types of publicity
2. Perceptions of effectiveness
3. Perceptions in changes in participants
COST
1. Cost of publicity
2. Cost effectiveness of publicity (in increased enrollment)
5. How did they find out about the program they are participating in
-what other ways would they suggest to get such information into the community
-check to see if effective
-implement other methods

*See page A
**See page A
***See page C

OASES RESEARCH MODEL (C)

GOAL III TO EXAMINE THE POTENTIALS OF TWO EDUCATION ORIENTED AGENCIES WORKING AS PARTNERS AND TO CREATE A MODEL OF COOPERATIVE SERVICE WHICH CAN BE REPLICATED.


PRE-PROGRAM INFORMATION
HISTORICAL REPORTS***
1. Recapitulation of preparatory time
2. Cost of Development
GOAL II
PROGRAM IMPLEMENTATION***
EVALUATION***
PARTICIPANTS
1. Would or could they have used the program if offered separately by either organization
2. What drew them to the program
3. Cost to the participant for each program (i.e.books, tuition, transportation, child care, meals, time off employment. Compare if possible to courses with courses taken elsewhere)
EMPLOYEES
1. Decision indicator
2. Log of time
3. Directors diary
4. Publicity analyses
5. Outreach contacts
6. Interview
-Specific acts by chief administrator in support of programs or in opposition
-Examples of good and poor communication
-Recommendations to others who might wish to become involved in joint efforts
-Could the program have been more efficient if by a single agency
PROGRAMS
Cost Comparisons
-Credit/non-credit
-various lengths
-relationship between program and participant cost
-cost projections if presented by a single agency
-cost between types of instructional approaches

***See page B

Relating to the first goal, "to increase continuing education services to populations currently unserved or underserved" are five annual objectives for fiscal year 1977-78.

1. The OASES Center will remain fully operational by maintaining 90 percent of its 1976-77 programs.

This objective related to the five components made operational during the first fiscal year: programming, information/referral, publicity/recruitment, financial aids and transportation. The accomplishment of this objective will be seen in the following sections as they elaborate upon the levels of implementation within each component.

2. A minimum of 60 percent of the OASES participants will reside or work within the target area, and a minimum of 60 percent of the OASES participants will be Mexican American, Native American, or Older American.

As indicated in Chart I on page 5, the OASES Center attained its goal of serving the immediate community by attracting 62 percent of its participants from the Geographic Target Area. It also significantly exceeded its goal of serving Mexican Americans, Native Americans, and Older Americans with 82 percent participation from this target grouping. Chart II indicates that although the results have fluctuated some during the year, they have remained close to the projected goals throughout.

The attainment of these basic goals is due to staff energy and also the basic approach of the program. Proceeding on the theory that if community input was openly and honestly sought and programming was a direct result of that input, the services would be utilized by those groups. The OASES needs assessment includes a variety of ongoing activities. Questionnaires have been mailed out, a phone survey was conducted in conjunction with the college, individual and group surveys have been conducted by the programming staff, newspaper surveys have been used with general and specific target groups, and direct participant input is accepted at all times. Additional information comes from evaluation of OASES programs and staff attendance and solicitation of information from appropriate community meetings and agencies composed of, or dealing with, the population group targeted. The Operational Model Flowchart (Chart IV) provides a visual illustration of the actual operation of OASES.

The overall goal was to provide increased services to populations currently unserved or underserved. In addition to the previously discussed information, the OASES Center attempted to determine participant involvement in adult education previous to their coming to OASES. Data was gathered from the OASES Evaluation Questionnaire conducted at the end of specific programs and from the participant interviews conducted at the end of the year. Chart III illustrates that a majority of OASES participants (59 percent) were indeed

CHART I

OASES PROGRAM EVALUATION: ALL EVENTS, COURSES & COUNSELING FY 77-78

	COUNSELING, NON-CREDIT & CREDIT COURSES (INDIVIDUALS)	SPECIAL PROGRAMS (HEAD COUNT)	TOTAL (ALL OASES PARTICIPANTS)
TOTAL NUMBER OF PARTICIPANTS	656	2175	2831
AGE:	* 100%	* 66%	* 81%
UNDER 55:	457 (69.6%)	308 (14%)	765 (27%)
OVER 55:	199 (30.4%)	1867 (86%)	2066 (73%)
ETHNIC BACKGROUND:	* 100%	* 68%	* 75%
AMERICAN INDIAN:	111 (16.9%)	226 (10%)	337 (12%)
MEXICAN AMERICAN:	70 (10.7%)	1189 (55%)	1259 (44%)
OTHERS:	475 (72.4%)	760 (35%)	1235 (44%)
AREA OF RESIDENCE OR WORK:	* 100%	* 58%	* 68%
TARGET AREA:	300 (45.7%)	1453 (67%)	1753 (62%)
OTHERS:	356 (54.3%)	722 (33%)	1078 (38%)
APPLICABLE TOWARD 60% GOAL:			
AREA:	300 (45.7%)	1453 (67%)	1753 (62%)
AGE OR RACE:	367 (55.9%)	1944 (89%)	2311 (82%)

* % of persons this data was collected on

CHART II

OASES PROGRAM EVALUATION

* CHECK POINTS FOR GOAL ATTAINMENT FOR FY 77-78 *

		COUNSELING, NON-CREDIT & CREDIT COURSES (INDIVIDUALS)	SPECIAL PROGRAMS (HEAD COUNT)	ALL OASES PARTICIPANTS
AS OF NOV. 18, '77	TOTAL #	245	619	864
	OVER 55, MEXICAN AMERICAN OR NATIVE AMERICAN	87 (36.0%)	294 (47.0%)	381 (44.0%)
	LIVES OR WORKS IN TARGET AREA	144 (59.0%)	569 (92.0%)	713 (83.0%)
AS OF JAN. 31,'78	TOTAL #	446	1019	1465
	OVER 55, MEXICAN AMERICAN OR NATIVE AMERICAN	162 (36.3%)	555 (54.5%)	717 (48.9%)
	LIVES OR WORKS IN TARGET AREA	255 (50.5%)	958 (94.0%)	1213 (82.8%)
AS OF MAY 20, '78	TOTAL #	575	1718	2293
	OVER 55, MEXICAN AMERICAN OR NATIVE AMERICAN	216 (38.0%)	1074 (63.0%)	1290 (56.0%)
	LIVES OR WORKS IN TARGET AREA	311 (54.0%)	1529 (89.0%)	1840 (80.0%)
AS OF JUNE 30, '78 / TOTAL FOR THE YEAR	TOTAL #	656	2175	2831
	OVER 55, MEXICAN AMERICAN OR NATIVE AMERICAN	300 (45.7%)	1453 (67.0%)	1753 (62.0%)
	LIVES OR WORKS IN TARGET AREA	367 (55.9%)	1944 (89.0%)	2311 (82.0%)

CHART III

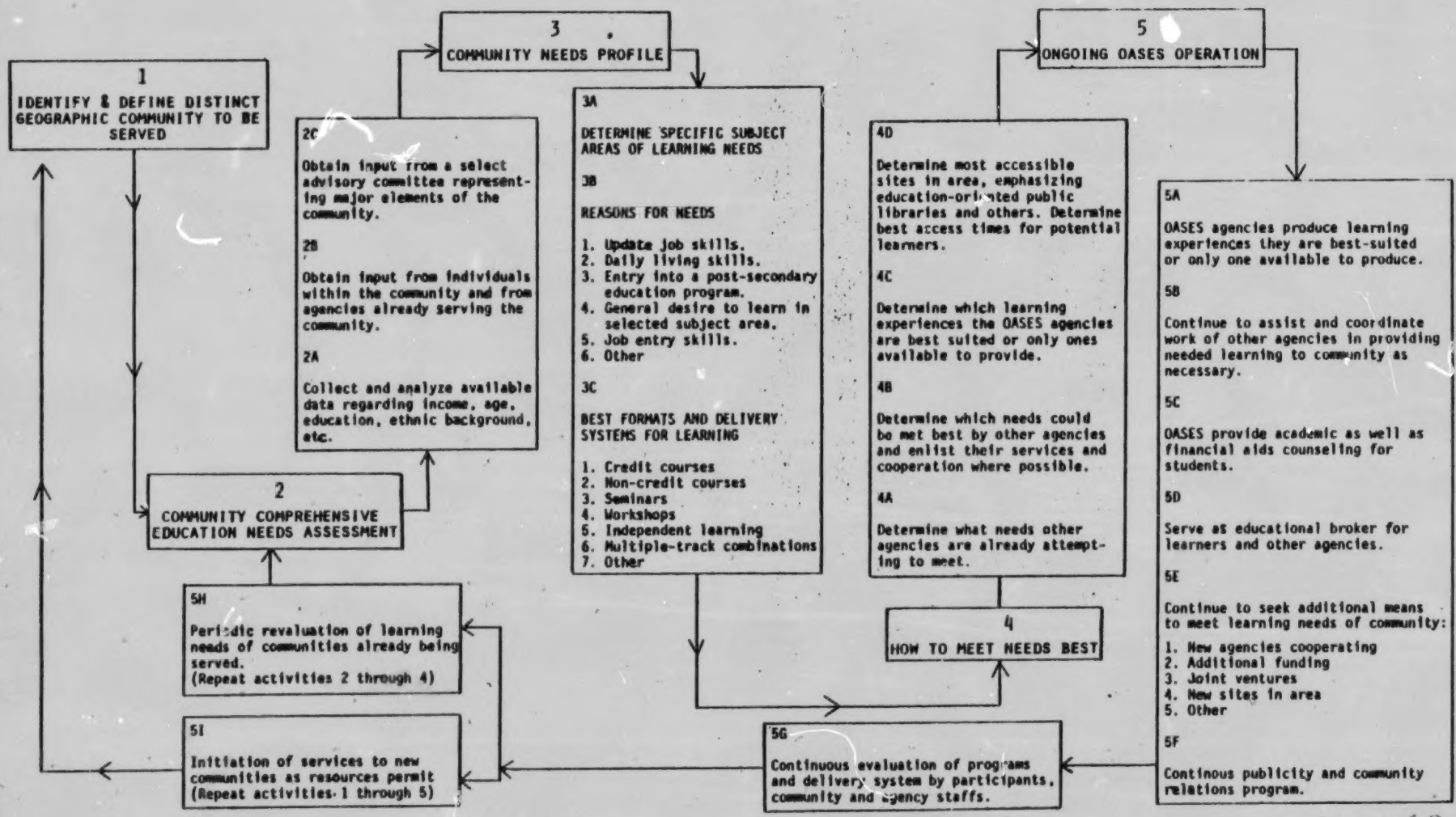
PREVIOUS INVOLVEMENT IN ADULT EDUCATION
(WITHIN THE PAST 4 YEARS)

	# OF RESPONSES	YES	% OF TOTAL	NO	% OF TOTAL	UNCLEAR	% OF TOTAL
NON-CREDIT CLASSES	106	29	28%	65	61%	12	11%
CREDIT CLASSES	28	13	46%	14	50%	1	4%
COMBINED	134	42	31%	79	59%	13	10%

CHART IV

OASES
(OPEN ACCESS SATELLITE EDUCATION SERVICES)
A joint project of South Oklahoma City Junior College and Oklahoma County Libraries System

OPERATIONAL MODEL FLOWCHART


1
IDENTIFY & DEFINE DISTINCT GEOGRAPHIC COMMUNITY TO BE SERVED
2
COMMUNITY COMPREHENSIVE EDUCATION NEEDS ASSESSMENT
2C
Obtain input from a select advisory committee representing major elements of the community.
2B
Obtain input from individuals within the community and from agencies already serving the community.
2A
Collect and analyze available data regarding income, age, education, ethnic background, etc.
3
COMMUNITY NEEDS PROFILE
3A
DETERMINE SPECIFIC SUBJECT AREAS OF LEARNING NEEDS
3B
REASONS FOR NEEDS
1. Update job skills.
2. Daily living skills.
3. Entry into a post-secondary education program.
4. General desire to learn in selected subject area.
5. Job entry skills.
6. Other
3C
BEST FORMATS AND DELIVERY SYSTEMS FOR LEARNING
1. Credit courses
2. Non-credit courses
3. Seminars
4. Workshops
5. Independent learning
6. Multiple-track combinations
7. Other
4
HOW TO MEET NEEDS BEST
4D
Determine most accessible sites in area, emphasizing education-oriented public libraries and others. Determine best access times for potential learners.
4C
Determine which learning experiences the OASES agencies are best suited or only ones available to provide.
4B
Determine which needs could be met best by other agencies and enlist their services and cooperation where possible.
4A
Determine what needs other agencies are already attempting to meet.
5
ONGOING OASES OPERATION
5A
OASES agencies produce learning experiences they are best-suited or only one available to produce.
5B
Continue to assist and coordinate work of other agencies in providing needed learning to community as necessary.
5C
OASES provide academic as well as financial aids counseling for students.
5D
Serve as educational broker for learners and other agencies.
5E
Continue to seek additional means to meet learning needs of community:
1. New agencies cooperating
2. Additional funding
3. Joint ventures
4. New sites in area
5. Other
5F
Continous publicity and community relations program.
5G
Continuous evaluation of programs and delivery system by participants, community and agency staffs.
5H
Periodic revaluation of learning needs of communities already being served.
(Repeat activities 2 through 4)
5I
Initiation of services to new communities as resources permit
(Repeat activities 1 through 5)

participating for their first time in the last four years. Only 31 percent indicated that they had taken classes during the last four years, and an additional 10 percent gave answers that were unclear. All indications are that the OASES outreach, needs assessment, programming and support services are primarily attracting previously unserved or underserved adults.

3. A minimum of 85 percent of the OASES participants needing student financial assistance will have these needs met.

In the second year of operations, not one student requesting financial assistance was not aided in some fashion. Tuition fee waivers, employer paid enrollments, tribal scholarships, and other major programs such as BEOG, and College Work Study have been utilized when appropriate for the students' needs.

Chart V which follows provides a breakdown of payment mechanisms used by OASES students in credit courses taken at the OASES Center and contrasts that with the first year of operations. As with the first year, the highest single category of payment source is tuition paid by employer. This category remains the largest due to OASES staff energy in working with employers, and in their ability to attract employers and agencies interested in manpower development. A larger percentage of students paid for their classes during the second year apparently due to the increase in general programming. The tuition fee waiver was a system developed in conjunction with South Oklahoma City Junior College's financial aid program which was entirely based on financial need of the student. Having access to such fee waivers gave OASES an ability to respond immediately to a student's educational need in spite of their financial situation. Being able to short circuit the turn around time required for most Federal and local financial assistance programs turned out to be one of OASES' greatest assets in trying to recruit underserved people not used to such programs. The senior citizen exemption was used a great deal in this last year, and unfortunately is no longer available through the State Regents for Higher Education. Another change this coming year is the inability to use the deferred payment plan which is offset to some extent by the ability to enroll up until the third week of classes and, consequently, to hold payment till then.

As residents have become more familiar with opportunities available, more people actually ask for and are referred to the BEOG and other major grant and aids programs. Because of the educational brokering responsibility of OASES, many of the students were referred to and provided assistance in financial aids programs at other locations and consequently are not counted in the statistics.

CHART V

PAYMENT MECHANISMS FOR CREDIT CLASS HOURS

ENROLLED IN AT OASES

	AUG. 1978 ENTRY	OCT. 1978 ENTRY	NOV. 1976 ENTRY	JAN. 1978 ENTRY	MARCH 1977 ENTRY	MAY 1978 ENTRY	JUNE 1978 ENTRY	TOTAL CREDIT HOURS	$ AMOUNT REPRE-SENTED	% OF TOTAL
TOTAL CREDIT HOURS ENROLLED IN	290 (0)*	46 (0)*	0* (40)	118 (83)	0* (61)	305 (249)	85 (51)	844 (484)	$10,550.00 ($ 6,050.00)	100.0% (100.0%)
PAID BY STUDENT	24 (0)*	13 (0)*	0* (0)	93 (42)	0* (9)	2 (3)	71 (15)	203 (69)	$ 2,537.50 ($ 862.50)	24.0% (14.3%)
PAID BY STUDENT (PAID OUT)	0 (0)*	0 (0)*	0* (0)	3 (6)	0* (6)	0 (6)	0 (3)	3 (21)	$ 37.50 ($ 262.50)	.4% (4.3%)
PAID BY EMPLOYER OR OTHER TRAINING PROGRAM	238 (0)*	0 (0)*	0* (40)	0 (10)	0* (12)	300 (216)	0 (0)	538 (278)	$ 6,725.00 ($ 3,475.00)	63.7% (57.5%)
TRIBAL GRANT	0 (0)*	0 (0)*	0* (0)	0 (2)	0* (0)	0 (0)	0 (0)	0 2	0 ($ 25.00)	0 (.4%)
VOCATIONAL REHABILITATION	0 (0)*	0 (0)*	0* (0)	0 (0)	0* (0)	0 (0)	0 (3)	0 (3)	0 ($ 37.50)	0 (.6%)
TUITION FEE WAIVERS	16 (0)*	16 (0)*	0* (0)	14 (16)	0* (24)	3 (24)	4 (19)	53 (93)	$ 662.50 ($ 1,162.50)	6.3% (19.2%)
SENIOR CITIZEN EXEMPTION	12 (0)*	17 (0)*	0* (0)	8 (7)	0* (0)	0 (0)	10 (11)	47 (18)	$ 587.50 ($ 225.00)	5.6% (3.7%)

Last year's figures are in parentheses.

* There was no coinciding entry point in that particular year which accounts for the zero figure; however, figures are included for comparisons of total figures.

4. A minimum of 30 hours per month will be committed to either educational or transportation activities by the OASES van.

One hundred fifty-four students surveyed through the participant interviews or the OASES Evaluation Questionnaire were asked to indicate which one specific area presented the greatest problem to their attending educational programs. The most numerically significant response made was "transportation" showing 17 percent (first year showed 18 percent.) (See Addendum B.) This information verified the results of our continuing needs assessment which shows transportation as a main obstacle facing adults in trying to continue their education. This prompted OASES to put a great deal of emphasis on developing transportation assistance with the classes when there was an apparent need. Throughout the year, OASES provided 786 hours of transportation services for students. This exceeds the minimum goal of 360 hours of transportation services for students which would have averaged 20 hours per month during the twelve months of operation, and does not include much additional transportation that was provided by other agencies in coordination with OASES.

5. The following programs & services will be provided during 1977-78 as a minimum threshold of success:
   a. One hundred participants will complete adult basic education & general education development programs.
   b. Two hundred participants will complete leisure time & recreational programs.
   c. Three hundred and seventy-five participants will complete programs & services for Older Americans.
   d. Three hundred and seventy-five individuals will attend cultural heritage activities.
   e. Eighty participants will complete consumer education & living skills programs.
   f. Five hundred credit hours of instruction will be completed at the OASES Center by students.
   g. Seventy-five participants will complete citizenship instruction including instruction in English as a second language.
   h. Fifty area businessmen will complete short courses relating to operation of their businesses.
   i. Fifty participants will complete entry level job skill training, e.g., resume writing, techniques of interviewing.

In attempting to determine the levels of participation in the various program categories, it was found that some of the programs developed fit in more than one category. For example, "Hire the Older Worker Week" workshop fits in both the entry level job skill category and the category for Older American programming. Consequently, of the 152 separate programs and events during the year, 42 were reported in two categories. (See Addendum C.) No single program was reported in more than two categories.

Chart VI on the following page compares the program category goal to the actual program participation. All categories were obtained and a majority were significantly exceeded. A large portion of these results are due to staff energy and programming skills as well as their drawing special programs and funds to the program. Community acceptance and assistance through the needs surveys also assisted greatly in developing appropriate programs.

CHART VI

GOALS VS. ACTUAL PROGRAM PARTICIPATION

PROGRAM CATEGORY	GOAL	ACTUAL PROGRAM PARTICIPATION	UNOBTAINED	OBTAINED	SIGNIFICANTLY EXCEEDED
GED & ABE	100 (50)	123 (59)		✓	
LEISURE TIME & RECREATIONAL	200 (150)	861 (237)			✓
FOR OLDER AMERICANS	375 (300)	1524 (873)			✓
CULTURAL HERITAGE	375 (300)	697 (1459)			✓
CONSUMER ED & LIVING SKILLS	80 (40)	879 (265)			✓
COLLEGE CREDIT COURSES	500 (200) credit hours	1255 (478) credit hours			✓
CITIZENSHIP/ESL	75 (30)	87 (25)		✓	
COURSES FOR BUSINESSES	50 (40)	100 (62)			✓
JOB SKILL TRAINING	50 (50)	211 (42)			✓

LAST YEAR'S FIGURES ARE IN PARENTHESES.

CHART VII

PARTICIPANT EVALUATION OF CLASSES

- 98 SURVEYED -

OASES EVALUATION QUESTIONNAIRE

"Did you feel confident the instructor was qualified to teach the topic with which you were dealing?"

YES	NO	NO ANSWER
98 (100%)	--	---

"Did the course effectively cover the material which you wanted to learn?"

YES	NO	NO ANSWER
95 (97%)	3 (3%)	---

"Was the course of an appropriate length?"

	YES	NO	NO ANSWER
2-4 hours	15	1	---
4-6 weeks	7	1	---
8 weeks	14	3	---
12 weeks	17	5	2
16 weeks	25	4	4
	78 (80%)	14 (14%)	6 (6%)

CHART VIII

PARTICIPANT EVALUATION OF SCHEDULING

- 98 SURVEYED -

OASES EVALUATION QUESTIONNAIRE

"Was the day convenient?"

YES	NO	NO ANSWER
94 (96%)	2 (2%)	2 (2%)

"Was the time convenient?"

YES	NO	NO ANSWER
88 (90%)	7 (7%)	3 (3%)

"Was the location convenient?"

YES	NO	NO ANSWER
92 (94%)	4 (4%)	2 (2%)

CHART IX

PARTICIPANT EVALUATION OF SPECIAL PROGRAMS

- 133 SURVEYED -

SPECIAL PROGRAM EVALUATION

"Did you consider this program worthwhile?"

YES	NO	NO ANSWER
126 (94.7%)	1 (.8%)	6 (4.5%)

The second overall goal, "to encourage adults to make fuller use of existing educational opportunities by developing positive attitudes about education and providing information about such opportunities" was measurable by eight annual objectives.

1. The OASES Center will be maintained as a comfortable and accessible neighborhood adult education center which will continue to serve as the entry point for participants unfamiliar with adult education opportunities. These participants will be surveyed twice a year to determine the extent to which the proximity, educational approach, learning environment and other aspects of the OASES program have influenced their participation.

Four different methods were used to gather information relating to this goal. The first was the OASES Evaluation Questionnaire completed at the end of classes. (These classes were chosen randomly.) Using this method, 98 students were questioned about scheduling, teacher qualifications, course content, length and location of classes. The results of these responses are summarized in Charts VII and Chart VIII.

The majority of these students felt the classes were scheduled on a convenient day (96 percent) and time (90 percent). One hundred percent expressed a belief that the instructor was qualified to teach that particular topic. Ninety-seven percent felt the course adequately covered the content they wanted to learn. Eighty percent indicated they felt the program was of an appropriate length.

The OASES Center did a considerable amount of community-based programming at locations in addition to the OASES Center. When possible, classes were held at centers located in the heart of the students' own neighborhood. Of those surveyed at five different sites, 94 percent indicated that the location was convenient.

A short questionnaire was also used at the end of certain programs asking, "Did you consider this program worthwhile?" Of the 133 students responding to this questionnaire, 126 (94.7 percent) said "yes." (See Chart IX.)

The third method is the Student Instructional Report form used by the college to evaluate all of its major entry points. Chart X compares OASES instructor ratings with those of the college at two different entry points. Though the comparison is not statistically valid due to the smaller number of OASES students who participate (total 50 vs. 11,251 for the college), and the fact that OASES ratings are included in the college ratings, the basic data indicates that OASES instructors were on par with on-campus college faculty.

The final method, that of personal interviews with students, asked the participants to rate their satisfaction "with the learning experiences you had in the class(es)." Of the 54 students who completed the interview process, 69 percent indicated they were "very satisfied" and another 26 percent were "satisfied". (See Addendum D.)

CHART X (KEY)

STUDENT INSTRUCTIONAL REPORT
(SUMMARIZED QUESTIONS)

QUESTIONS

1. Objectives made clear
2. Objectives announced and taught
3. Used class time well
4. Available for consultation
5. Knew when misunderstood
6. Lectures repetitive of text
7. Encouraged students to think
8. Concerned and helpful
9. Helpful comments on papers
10. Challenging questions
11. Free to ask and express
12. Well prepared for class
13. Explained evaluations
14. Emphasized major points
15. Stimulated interest
16. Limited scope in course
17. Exams had important aspects
18. Student put effort in course
19. Instructor open to other views
20. Accomplishing objectives
21. Level of difficulty
22. Work load for credit
23. Pace of material covered
24. Use examples and illustrations
25. Class size satisfactory
26. Best describes course
27. Reason for selecting course
28. Expect to master
29. Class level
30. Sex
31. Learning packet
32. Textbook(s)
33. Tapes and slides
34. Quality of exams
35. Quality of lectures
36. Value of discussions
37. Laboratories
38. Overall value to me
39. Instructor's effectiveness

RATING SCALE:

1 = poor
2 = fair
3 = satisfactory
4 = good
5 = excellent

CHART X (A)

ENTRY 2 - 1978

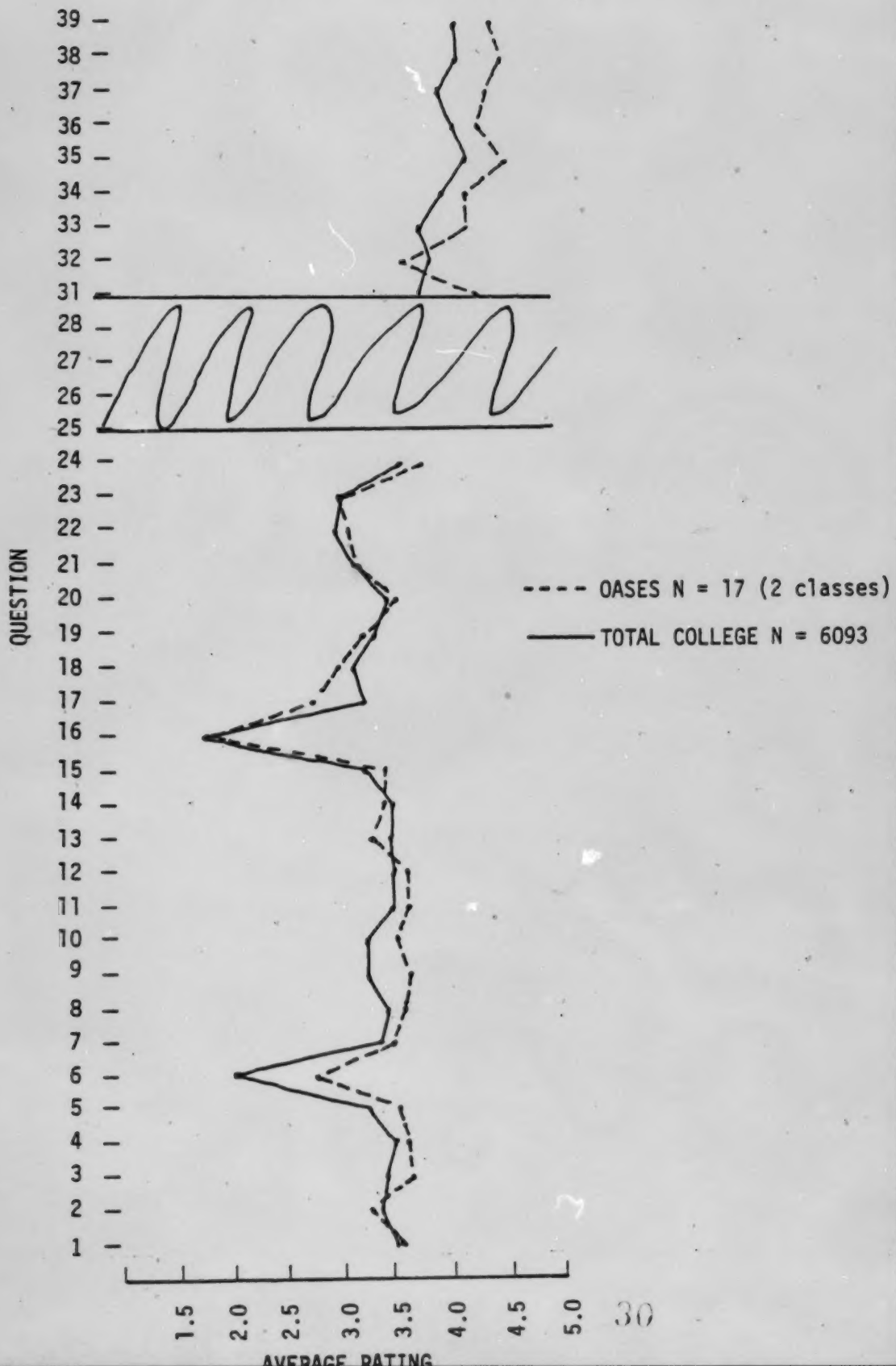
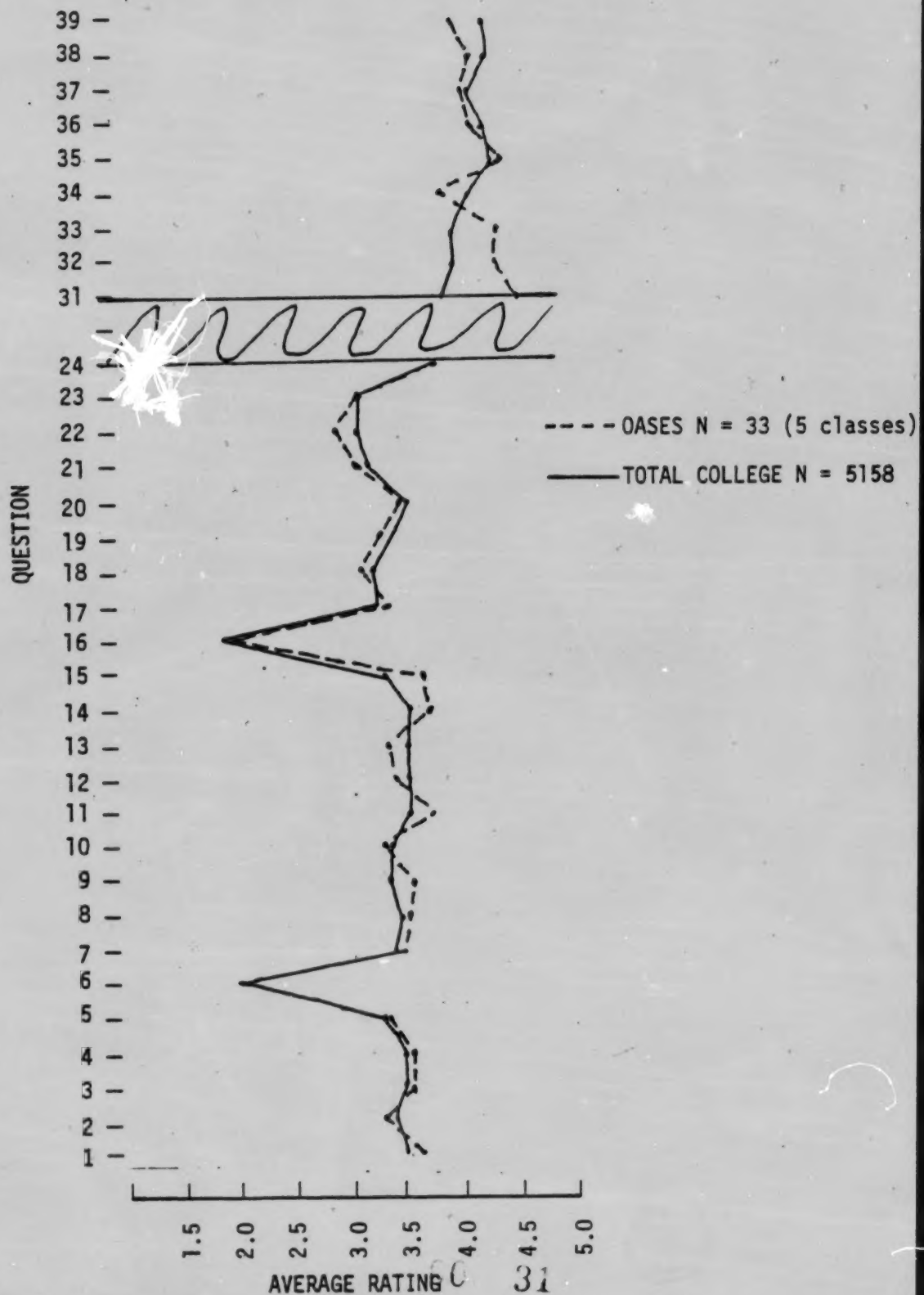


CHART X (B)
ENTRY 4 - 1978



A breakdown by targeted population groups showed that a majority in each group said they would attend another program held by OASES, and that they would attend another educational program somewhere else due to their past experience with OASES activities. The following general trends were also indicated:

> The American Indian sample demonstrated an even split regarding their willingness to travel out of their own neighborhood. There was an enthusiasm expressed in this grouping to the increased sense of their own cultural awareness gained in programs and a positive response to the teaching methods utilized.
>
> The Mexican American population sampled showed more willingness to travel than they had the first year, but still expressed a reluctance to travel great distances for classes. The main enthusiasm in this group was in the area of skill development, particularly with English language skills.
>
> The Older Americans showed less willingness to travel than the previous two groups. They demonstrated excitement for learning in terms of personal growth skill development and physical well being.
>
> The Geographic Target grouping were less willing to travel than the first two groups. They showed a wide degree of excitement for OASES programs as well as the teaching methods utilized.

2. <u>The directory of adult education opportunities will be updated biannually and made available to OASES participants</u>.

The <u>Central Oklahoma Educational Resource Directory</u> (COERD) was completed during the first year. During the second year of operations, it was updated twice with a complete revision and printing in the early summer. It has been expanded and now exceeds 100 pages of information about educational programs within commuting distance from Oklahoma City. The listings include two-year, four-year, public and private degree programs, as well as a listing of institutions which offer varying courses of interest to adults.

The COERD is divided into five major sections. (See Addendum E.) The Introduction, Section I, provides basic information about adult education, the application process and basic financial aids opportunities. Section II: Areas of Study, lists degrees in alphabetical order and indicates which schools offer those programs. Section III: Educational Institutions and Respective Degrees, provides general information about each institution such as address, telephone, cost, financial aids offered, etc. Following this

information is an alphabetized list of all degree programs offered by that college. Section IV, Vocational Training Schools, is designed to provide information on training programs geared toward the world of work and the current prevailing job market. Section V: Special Interest-Enrichment Courses, provides a list of sources and special interest-enrichment courses available to Oklahoma City residents.

3. By the fourth month of the second budget year, staff from each of the eleven branch libraries will be trained to assist library patrons in using the COERD and providing coordination with OASES' educational information and referral.

Thirty-three persons were trained in the use of the COERD, representing the eleven branches of the library system. The training included familiarization with the concept of educational brokering, and the practical usage of the resource manual. Library staff were also instructed in the referral process to the OASES counselor. (See Chart XI.) In a follow-up survey of library staff, conducted three months after the training, all indicated that they had used the COERD successfully and provided useful feedback for the complete updating that followed.

The OASES staff has also been in contact with, and hopes to work with, the State Regents for Higher Education as plans develop for the Educational Information Center.

4. The publicity and recruitment program will continue in an effort to establish effective communications with target populations. Appropriate college, library and OASES staff and advisory committee members will evaluate this program for effectiveness twice during the second budget year.

OASES classes and activities were announced and students were recruited through two basic methods. First, the general use of media: city-wide newspapers, public service time and news coverage on radio and television, and use of general college and library mailing lists. The second basic thrust was a very purposeful targeting of the publicity to the ethnic groups, age groups, and geographical area OASES was designed to serve. This included such means as placing posters and flyers in community locations, direct mail-outs to persons in these groups, press and media coverage from ethnic, age, or geographically based newspapers, radio and television programs. In addition, OASES staff frequented community meetings and activities and kept in contact with organizations and agencies servicing these groups. Chart XII illustrates the relationship between the effectiveness of the type of publicity utilized and the enrollment of the targeted populations. Though General Media publicity has increased since last year (12 percent), it does not appear to have altered the OASES Center's effectiveness in reaching its targeted populations.

CHART XI

EDUCATIONAL REFERRAL SYSTEM

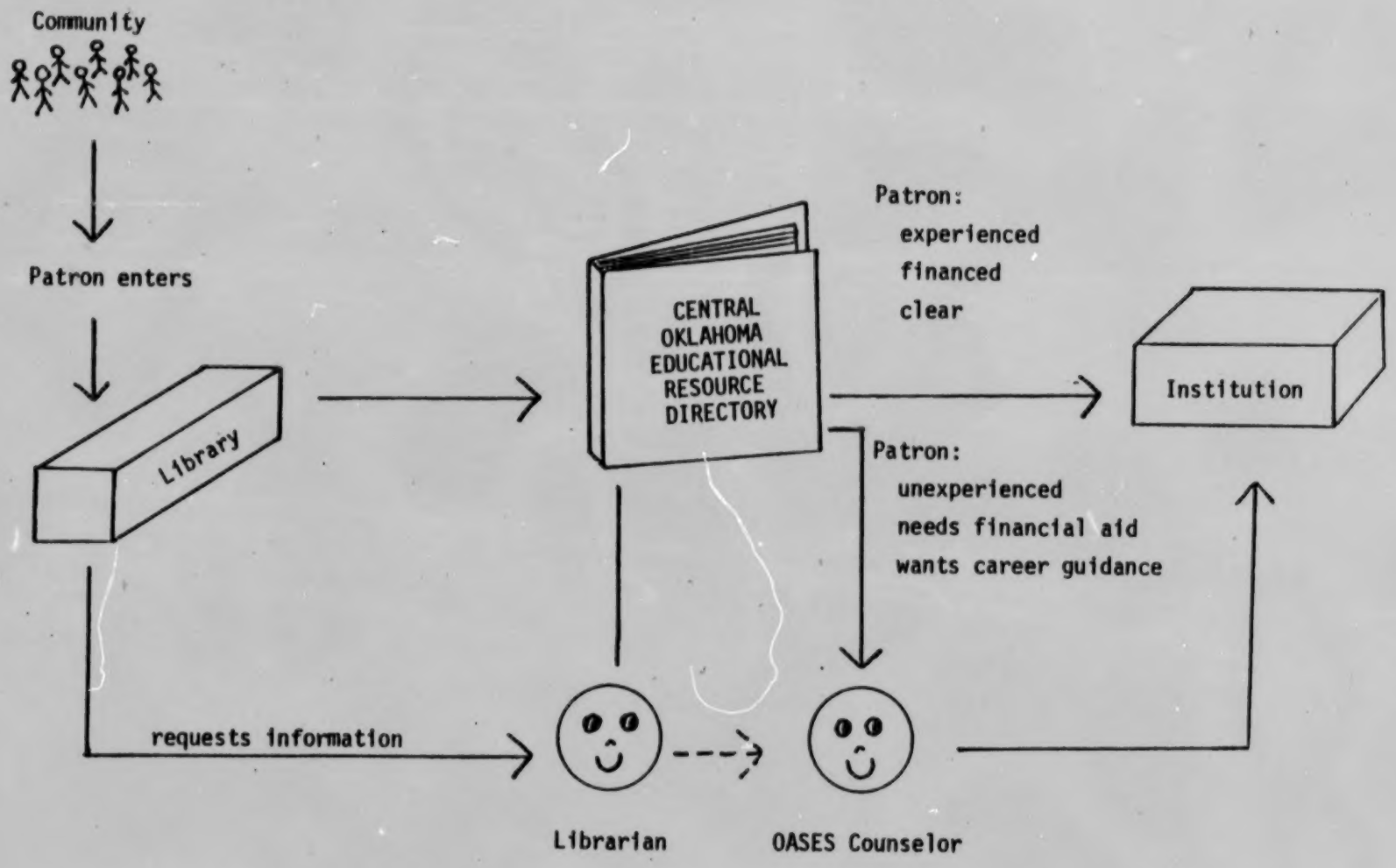
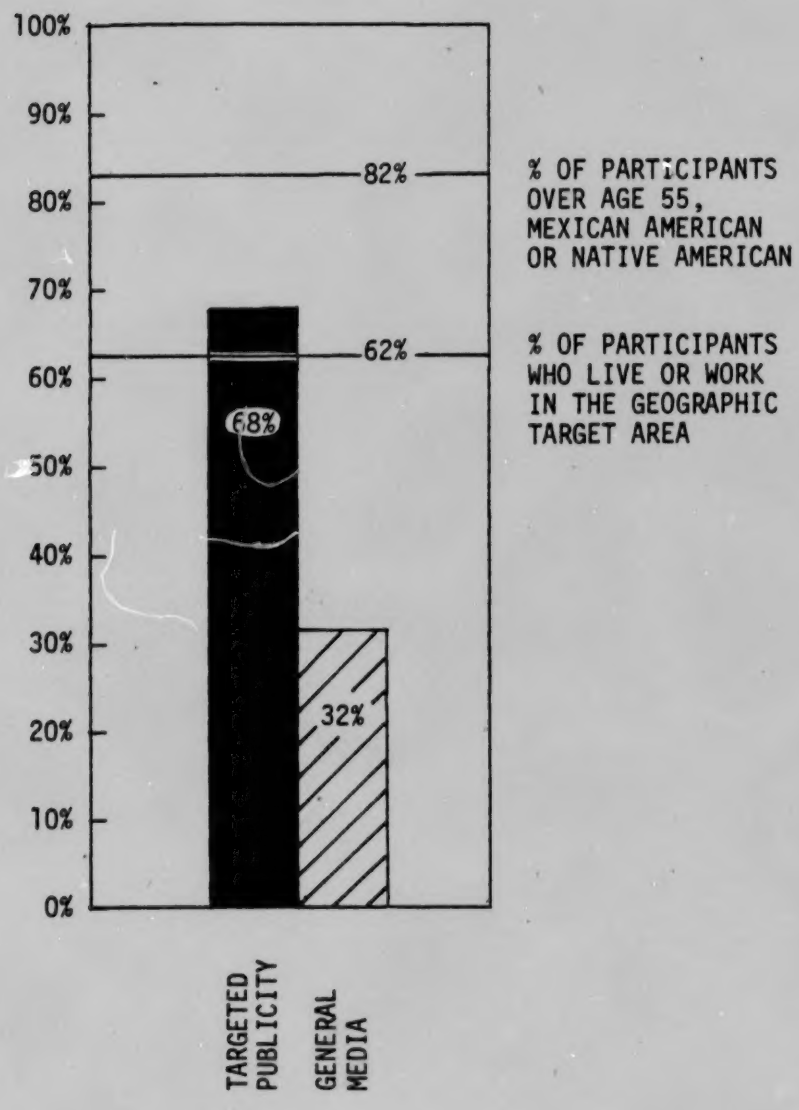


CHART XII

EFFECTS OF PUBLICITY & RECRUITMENT ON ENROLLMENT
1977-78



5. The intake and counseling program of OASES will be continued to maximize retention of OASES participants and encourage their awareness and use of other adult educational opportunities. By the end of the sixth month of the second year, South Oklahoma City Junior College student development staff will determine the extent to which this program benefited OASES participants.

The counseling abilities of the OASES program were broadened during the second year with the addition of a part-time counselor. Total numbers of referral calls and drop-ins were not kept as that became an increasingly time consuming effort detracting from providing services to the students. The figures kept for intake and counseling are representative of sessions taking 15 minutes or more of staff time, and do not take note of the many brokering calls or visits that involved use of the COERD only.

The counseling program at OASES saw 172 individuals for 266 counseling sessions, an increase of 72 individuals and 113 sessions over the first year. Thirty percent of these sessions dealt with financial aids assistance, while 21 percent were related to academic (including brokering) concerns. Thirty percent of all sessions included both financial aids and academic counseling. Twelve percent were oriented expressly towards career counseling and the remaining seven percent involved assistance in personal issues. (See Chart XIII.)

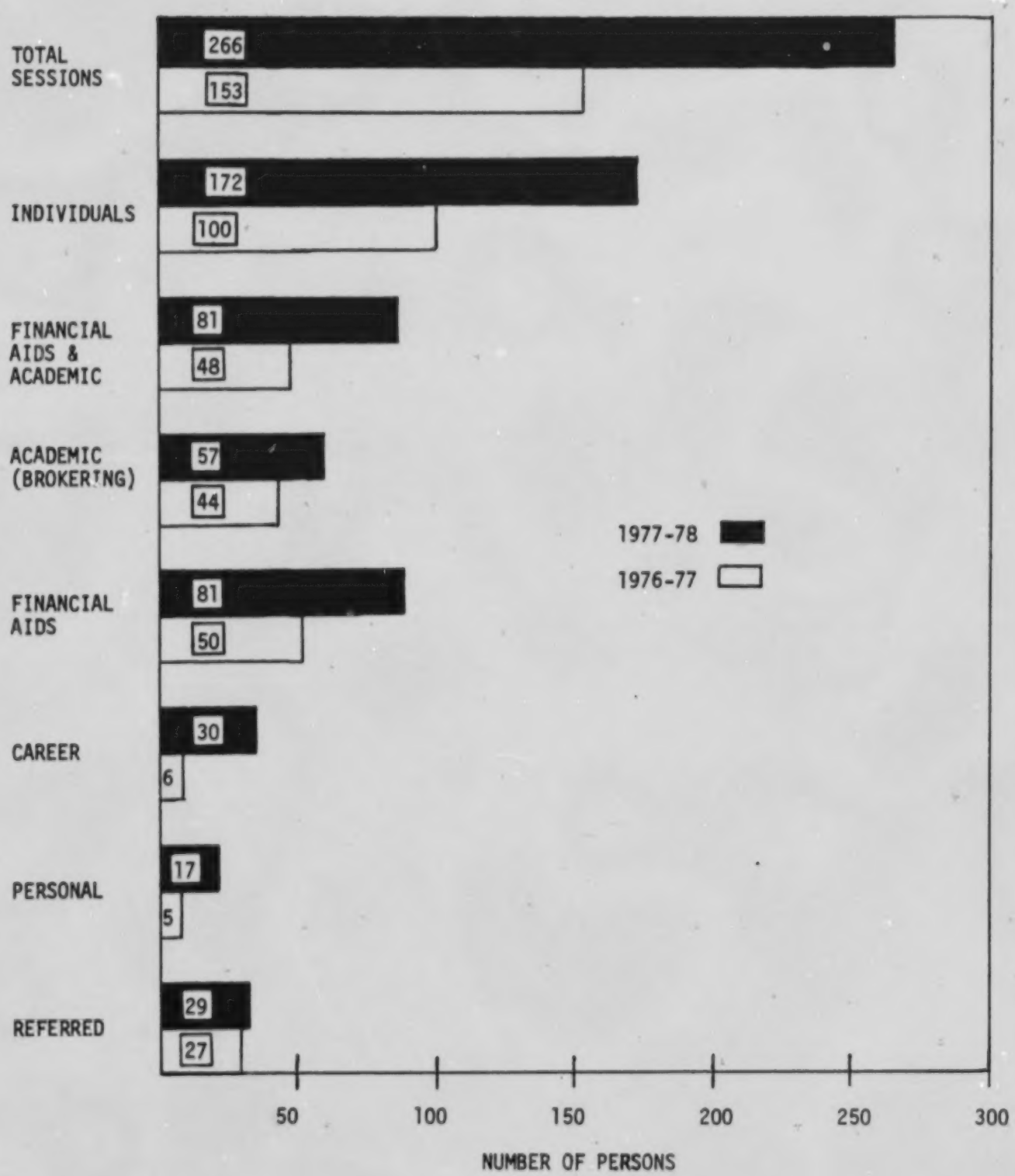
A total of 29 individuals or 11 percent of all counseling sessions were referred to some other institution(s) though they may also have been referred to either the library or the college. Most referrals were to social service agencies (employment office, Welfare, Vocational-Rehabilitation, etc.) or to other educational centers. Of the 16 students responding in the interviews to the question, "how satisfied are you with the counseling you received?", 100 percent said they were either "satisfied" or "very satisfied." Of the 15 responding to, "how satisfied are you with the amount of financial assistance you received?", 100 percent again were either "satisfied" or "very satisfied."

6. OASES will provide an academic and financial counselor to travel by appointment to the eleven branch libraries. Records will be kept to document the need for this service and plan levels of continuation during the program year 1978-79.

This objective was followed until April of 1978 at which time a report was written by the counselor stating that the need for such service had not been adequately demonstrated to further pursue the implementation of such a plan. The brokering referral system developed with library personnel appeared to be meeting whatever need existed.

CHART XIII

OASES COUNSELING 1977-78



Tentative plans are being discussed with the library's Extension Services Office to provide further training to branch library staff so that they would be equipped to handle brokering referrals, financial aids assistance, and basic career counseling at any time and avoid the traveling counselor approach. Referrals would still be made to the OASES staff for counseling concerns that library staff could not manage.

7. OASES will provide academic and financial counseling in vocational rehabilitation educational benefits a minimum of one half day per week.

Prior to staffing the OASES Center with a vocational rehabilitation counselor, the need was tested by the use of the OASES staff counselor and the college's vocational rehabilitation counselor on an appointment basis. During the second year, we found that only three of our counselees were eligible for vocational rehabilitation benefits. It also became evident that persons once qualified for vocational rehabilitation had little difficulty in contacting their counselor and meeting with them and therefore did not require OASES type support services. Consequently, this objective was not pursued further.

8. Modes of instruction identified by South Oklahoma City Junior College's institutional research in the first budget year as being most acceptable and valuable to OASES participants will be utilized during the 1977-78 program year.

The Student Instructional Report (SIR) is filled out by all students enrolled in credit courses beginning at a major entry point (August, January, and June semesters). The form was used to eavluate the effectiveness, as the student perceived it, of the three types of instruction used: group paced, individual paced, or multiple paced. Due to changes in pacing methods at the college, which reflected on OASES, there was not enough data for a t-test to analyze the difference in responses of students receiving the three different types of instruction.

To view the question of student preferences of modes of instruction, one can also compare the participation levels in each of the three major types of learning situations offered at OASES: credit course, non-credit course, and special program. Special programs are on a "one-time" nature including lectures, demonstrations, or presentation on subjects or activities, film showings, cultural events, and workshops on special topics. Chart XIV provides such a comparison.

The following graphs on Charts XV-XVIII offer a comparison of last year's participation with the second year. As with the first year, considerably more individuals participated in special programs which offered activities to people without large commitments on their part in terms of time or money. The increase in credit and non-credit programming and response to those programs shows the increased appeal and acceptance of those areas of instruction.

CHART XIV

ACTIVITIES SUMMARY

1977-78

TYPE OF ACTIVITY	# OF CLASSES AND HOURS OFFERED	# OF STUDENTS OR PARTICIPANTS	STUDENT HOURS (% OF TOTAL)
NON-CREDIT CLASSES	49 classes totaling 964 hours	940	21,651 (41.7%)
SPECIAL PROGRAMS	41 programs totaling 108.5 hours	1,757	5,181.5
WORKSHOPS & SEMINARS	32 programs totaling 154 hours	601	2,223.0
TOGETHER	73 programs totaling 262.5 hours	2,358	7,404.5 (14.3%)
CREDIT CLASSES	33 classes totaling 79 credit hours	499	22,876.0 (44.0%)
TOTAL	155 classes or programs totaling 1,305.5 hours	3,797	51,931.5 (100%)

CHART XV

ACTIVITIES SUMMARY

I. NUMBER OF CLASSES OFFERED

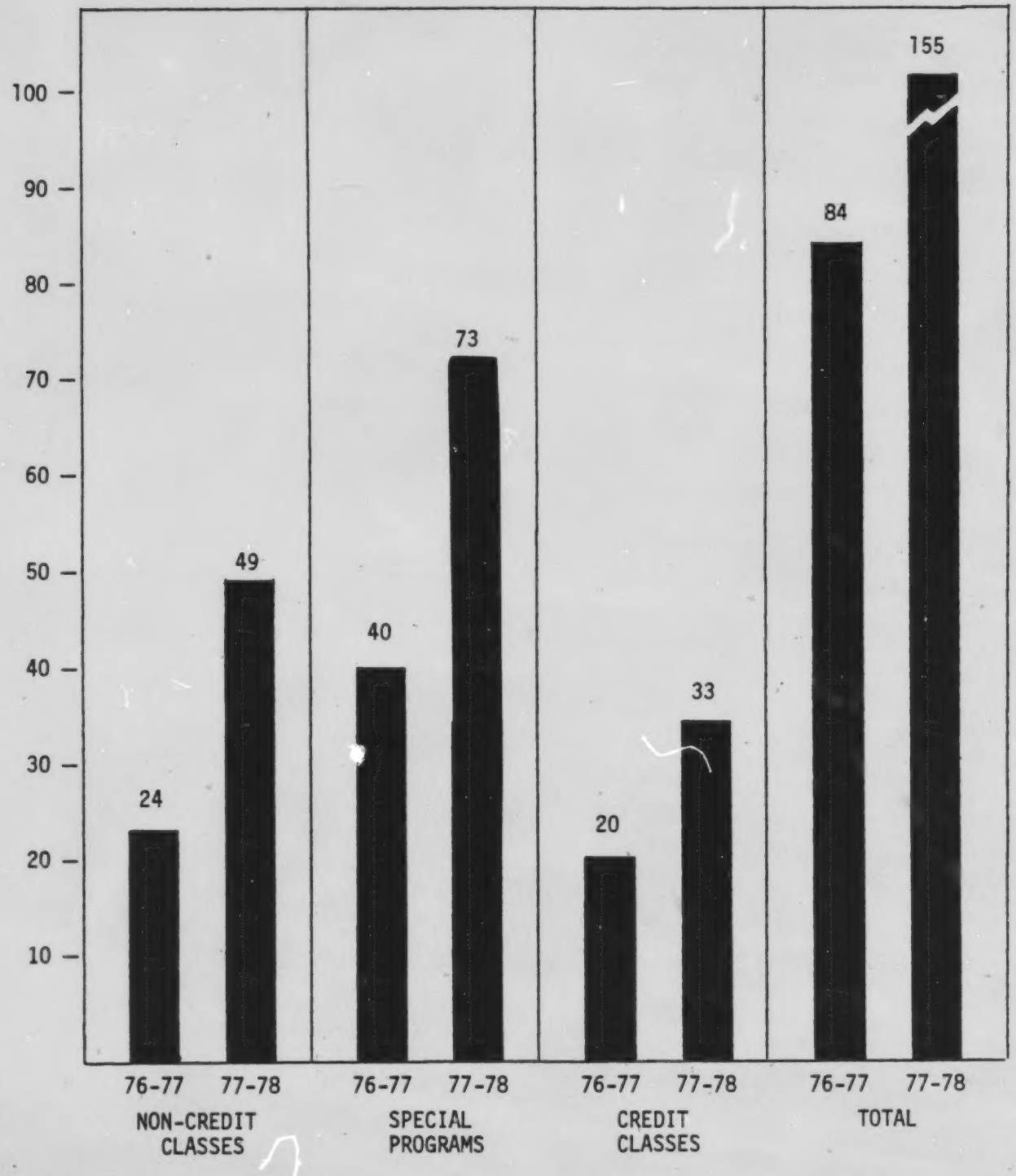


CHART XVI

ACTIVITIES SUMMARY

II. NUMBER OF CLASS HOURS OFFERED

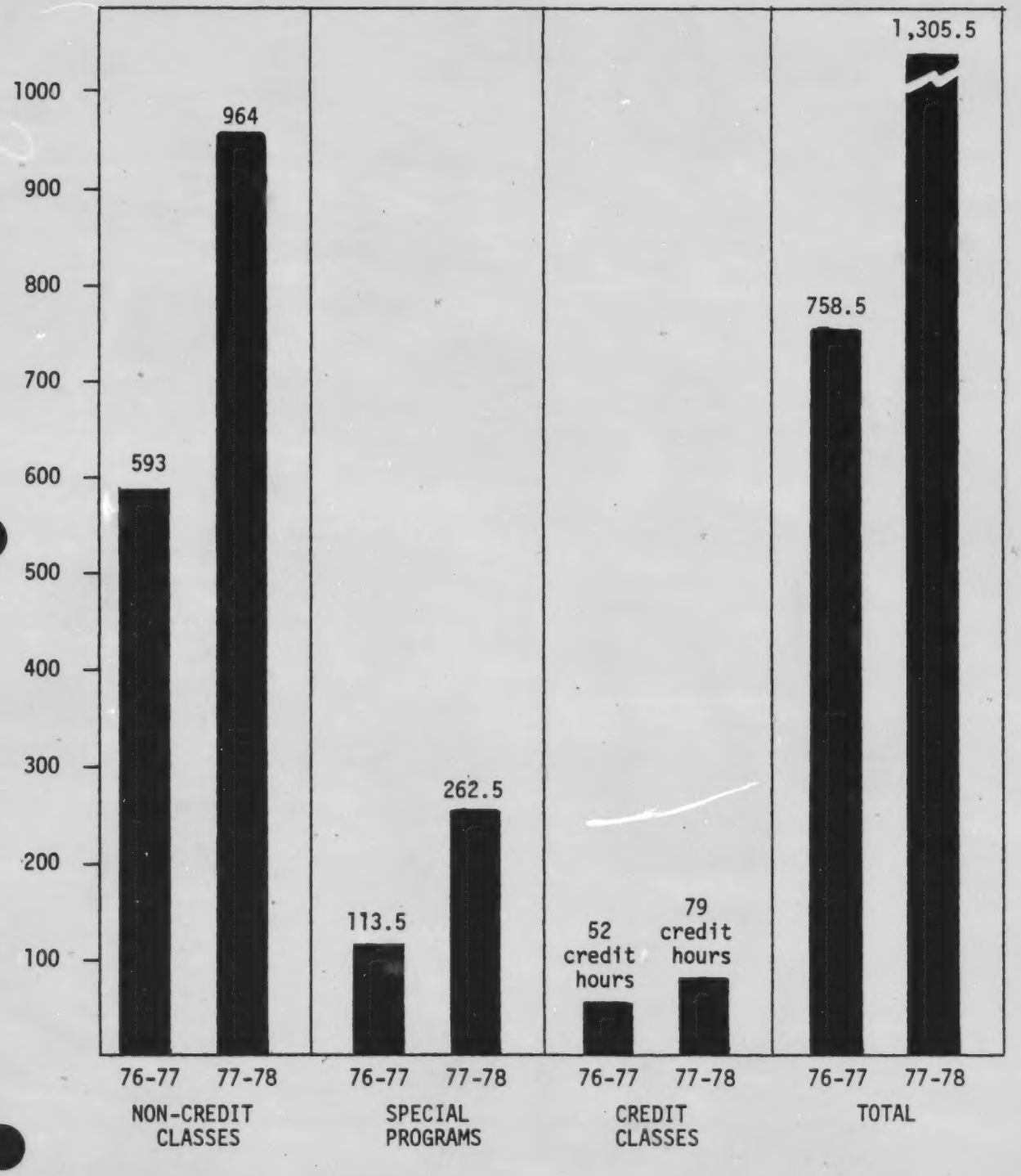


CHART XVII

ACTIVITIES SUMMARY

III. NUMBER OF STUDENTS OR PARTICIPANTS

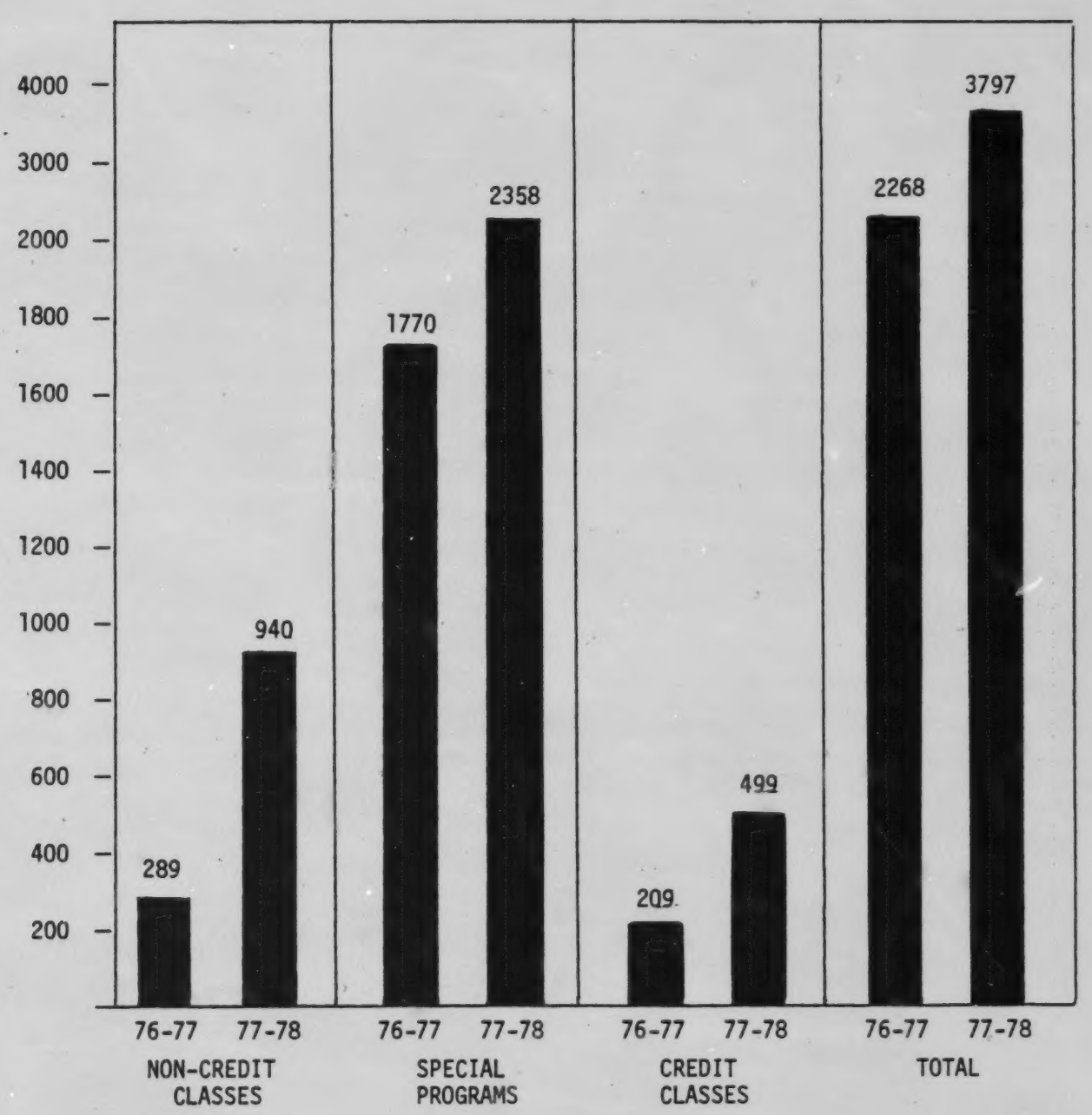
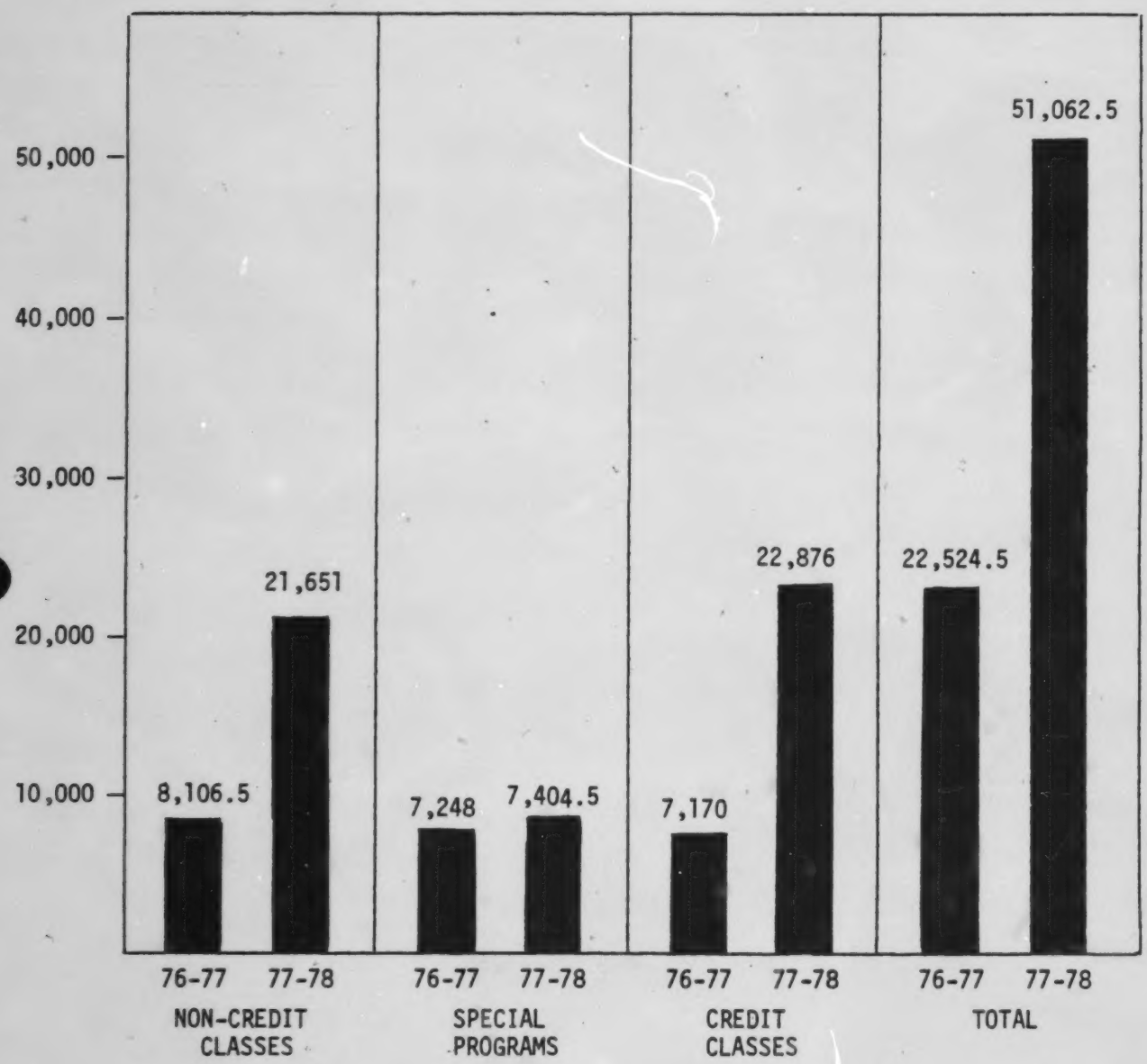


CHART XVIII

ACTIVITIES SUMMARY

IV. STUDENT HOURS



OASES's third and final major outcome or goal was "to examine the potential of two education-oriented agencies working as partners and to create a model of cooperative service which can be replicated." Six main objectives relate to the attainment of this goal.

1. Studies of cost-effectiveness will be conducted which compare the costs of providing the same services at one of the parent institutions and the OASES Center.

All indications from the developing cost-effectiveness model from the first two years of operations (Addendum F) show that under the constraints dealt with in the model, it will prove to be cost-effective in terms of returning the annual investment. Information and data used to develop this model is described in detail in the Addendum.

2. Costs to OASES participants will be compared to costs they would incur if they attended the South Oklahoma City Junior College main campus or another branch library.

The original intention of this objective was to conduct a study which would have asked OASES participants to provide information concerning their personal costs of attending OASES activities and classes. This data was going to be analyzed to determine relative costs when compared to known costs if participants had attended South Oklahoma City Junior College or one of the other branch libraries. This was designed to include expenses incurred beyond tuition, i.e., transportation, loss of income, child care.

This total effort turned out to be impractical and consequently was not carried out. The first problem which presented a major obstacle was that there were no "known" costs for such related expenses available for participation in programs at the junior college or other branch libraries. A further and much greater difficulty was the inability to compile sufficient and complete data on enough of the OASES students' personal costs. There was an understandable hesitation to respond to these types of inquiries and when responses were made, they were so inconsistent with each other, we determined the students did not have sufficient accurate information to provide to us. We abandoned this effort as being not practical primarily because we felt it was developing an obstacle to participation in the OASES program.

3. Studies will be conducted demonstrating which types of educational technology and which instructional approaches are most economical and beneficial to OASES participants.

Due to the fact that no class used a single type of educational technology,

the study was developed to compare student evaluations of classes where technologies were used versus classes where technologies were not used.

Looking at South Oklahoma City Junior College, there was no significant difference between student evaluations of learning packets, tapes, slides, etc., and there was also no significant difference between those classes where technologies were used and those being taught with no use of technologies.

In considering OASES students' evaluations, courses making little use of educational technologies indicated lower ratings of the various media than those courses which used media. The overall evaluation of the course was more positive in those classes using such technology than in those classes not using it.

4. <u>The preliminary model of cooperation developed in the first program year will be finalized and the partnership continued in the Capitol Hill Branch Library</u>.

Several steps in development of the preliminary model of cooperation were undertaken. The overall operation at such an intensive attempt at cooperation affected broad ranges of staff in both institutions, the OASES staff and the supporting community. In order to gather input and key onto areas needing further development, all such persons were given an opportunity to participate in a written evaluation of the joint effort. The questionnaires were given to four groups: 1) OASES staff, 2) various mid-management support personnel employed by the library and the college, 3) the OASES Advisory Committee, and 4) each agency's administration. (See Addendum J.)

Questions related to their experience with, and knowledge and perceptions of OASES. Chart XIX which follows provides a basic summary of the perceptions of these groups. In almost every category, there was a favorable change over the first year. One hundred percent of all administrators surveyed accurately perceived the goals of OASES in contrast to only 78 percent the first year. Communications also showed improvement between individuals and the Center. The overall picture seems very positive, yet there are two areas that need further communications: the cooperative model needs further understanding as a goal; and there is still some problem in terms of communication between the library and the college. This latter point is probably due to the lack of a written agreement concerning procedures between the library and college. Though much of this has evolved procedurally, there are still many areas remaining to be defined. Clarification and efficiency of communications procedures and channels are essential to the workability of any cooperative model. Basic understanding and support of the OASES project demonstrated in the surveys shows potential for continued growth and success.

CHART XIX

RESULTS OF IN HOUSE EVALUATION

	ADMINIS-TRATION -8 TOTAL-	MID-MANAGE-MENT -15 TOTAL-	ADVISORY COMMITTEE -5 TOTAL-	STAFF -6 TOTAL-
PERCEPTION OF GOALS				
PERCEPTION OF SERVICE OBJECTIVES WAS ACCURATE	100.0%	100.0%	100.0%	100.0%
PERCEPTION OF OVERALL GOALS INCLUDING DEVELOP-MENT OF COOPERATION MODEL	12.5%	13.3%	0	66.7%
VALUE OF MAINTAINING GOALS				
KEEP THE SAME	75.0%	86.8%	100.0%	100.0%
PROBLEMS IN MAINTENANCE	12.5%	6.6%	0	0
NO COMMENTS	12.5%	6.6%	0	0
PERCEPTION OF WHETHER GOALS ARE ACCOMPLISHED				
SUFFICIENT TO DATE OR YES	100.0%	80.0%	100.0%	100.0%
NO	0	13.3%	0	0
DON'T KNOW	0	6.7%	0	0
RATING OF AGENCIES' ADMINIS-TRATIVE COMMITMENT TO OASES ON SCALE OF 1-5 WITH 5 BEING HIGH				
MLS MEAN	3.7	2.6	3.25	3.6
SOCJC MEAN	4.3	3.1	3.25	3.5
RATINGS OF COMMUNICATION				
BETWEEN YOU & OASES				
SUFFICIENT TO EXCELLENT	87.5%	80.0%	100.0%	83.3%
SOME PROBLEM	0	20.0%	0	16.7%
DON'T KNOW OR N/A	12.5%	0	0	0
BETWEEN COLLEGE & LIBRARY				
SUFFICIENT TO EXCELLENT	37.5%	20.0%	35.0%	50.0%
SOME PROBLEM	25.0%	13.3%	25.0%	33.3%
DON'T KNOW OR N/A	37.5%	66.7%	50.0%	16.7%
WOULD OASES HAVE BEEN CARRIED OUT BETTER BY A SINGLE AGENCY?				
YES	0	33.3%	0	25.0%
NO	75.0%	40.0%	100.0%	75.0%
DON'T KNOW	25.0%	26.7%	0	0
PERCEPTION OF FUTURE OF OASES				
EXPANSION	50.0%	40.0%	75.0%	33.3%
CONTINUATION	50.0%	26.7%	25.0%	33.3%
NEEDS MUCH MODIFICATION	0	0	0	0
WILL CEASE OR LOSE FOCUS	0	13.3%	0	33.3%
DON'T KNOW	0	20.0%	0	0

At the end of the first year, the evaluators suggested specific criteria necessary to efficient and effective cooperative models. As another means of evaluating those criteria and the OASES model specifically, the OASES director's immediate supervisors (one from the college and one from the library) were asked to respond to those criteria at the end of the second year. Their responses showed a basic support for and belief in the OASES model though it also raises some of the concerns in the preceeding paragraphs regarding procedural and also monetary cooperation. The responses are included in Addendum G.

5. The joint project will expand to seven branch library facilities at the following level during the 1977-78 budget year.
   a. A minor needs assessment will be undertaken at each of the seven.
   b. A minimum of two classes or activities will be run to test the facilities for usage, community response, etc.

The needs assessment took place essentially through the use of experimental classes, with the exception of the Ralph Ellison Branch Library needs assessment reported later. The libraries are very involved in using their facilities for public meetings of different types, and in some cases it is hard to distinguish a "meeting" from a "class" so that the only programs counted in the survey are those similar to regular OASES or college events.

Of the six libraries surveyed (the seventh being Ralph Ellison Branch Library) only five of the total 32 classes failed to materialize due to attendance or, as in one case, family emergency of the instructor. (See Chart XX.) They all demonstrated a capacity for class space utilization and the attendance records are favorable. However, these results do not necessarily indicate an expressed human interest in educational programming. The library is planning to conduct a more indepth needs survey at the Belle Isle Branch Library in order to produce the more solid data needed for further planning.

6. The replication effort will be undertaken at two branch libraries (Belle Isle and Ralph Ellison) at the following level:
   a. An intensive community needs assessment will be completed in each of these two new target areas.
   b. A minimum of five classes or activities will be run to test each facility for usage, community response, etc.
   c. By the end of the eleventh month of the second year, a full program will be developed in each of these two branches targeted. This program will be scheduled for implementation for fiscal year 1978-79.

CHART XX

LIBRARY PROGRAMMING 1977-78

LIBRARY	# OF CLASSES	# OF PARTICIPANTS (AVERAGE)	# OF CANCELLED CLASSES
Belle Isle	10	236	2
Southern Oaks	8	96	2
Warr Acres	2	17	1
Bethany	1	62	0
Edmond	4	78	0
Main	2	13	0
TOTAL	27	502	5

The replication effort took place primarily at the Ralph Ellison Branch Library. The Belle Isle Branch Library is heavily booked with meetings and classes and hence was not considered a good test site for replication at this time. There is a continuing effort to assess needs in that area which will be completed this coming year. At the moment, the relevant data on Belle Isle is included in data relating to the previous objective.

An intensive community needs assessment was conducted in the Ralph Ellison area. A grant to the library system made it possible for a full time outreach worker to be hired for all efforts in that area. Without that full time assistance, it is doubtful that the objective would have come to completion. An advisory committee was organized in the Ralph Ellison area, and with their assistance and that of the library staff, 178 persons were surveyed. The results of this survey aided in first year programming to some extent, and is now the map for second year planning. (See Addendum H.)

Four experimental classes were held at the Ralph Ellison Library to begin to test the facility for usage, community response, and to focus attention on the library as an educational center. There was a total enrollment in the four programs of 103 persons. Only 20 percent completed the OASES Evaluation Questionnaire and of those, 100 percent responded that the course effectively covered the material which they wanted to learn and that they felt the instructor was qualified to teach the topic. This course evaluation effort will increase in the coming year. In addition to this, nine programs were developed by the OASES outreach worker at sites in the neighborhood with a total of 133 participants.

Classes for implementation in fiscal year 1978-79 have already been planned and are scheduled for the fall of 1978. Though there is no longer a full time outreach worker for that area, the library is providing, as a half-time position, one of its regular extension workers to the OASES program to work in the Ralph Ellison area. The initial success of the program and the support of the advisory committee call for continued programming in that area and for continued study for further expansion. A part of the Ralph Ellison Advisory Committee will be asked to join the regular OASES Advisory Committee so that it becomes an integral part of the program.

CITIZEN AND COMMUNITY SUPPORT

The traditional approach to showing community support for a grant program is to request letters before the implementation of activities. The OASES staff felt that this might also be a positive action at the end of the two year grant period. The OASES Center had received some unsolicited letters of support from agencies, students, and teachers, and the decision was made to ask others to give their personal response to the program as a whole. These letter are included in Addendum I.

Support is continually demonstrated by volunteer time from students and other interested parties, agencies contacting the center to conduct staff training or provide educational opportunities for their clients, and assistance from a variety of organizations regarding programming and publicity. Two examples of this support are the Oklahoma City Public Schools' willingness to coordinate GED programs at the OASES Center, and the Neighborhood Development and Conservation Center's offering Home Repair workshops at the center, and the Ralph Ellison extension and other community locations.

National support and interest should not be forgotten either. The library and the OASES Center have received an average of three requests per month asking for information about the OASES model in general and specific aspects of such for the purpose of replication.

OASES AND THE FUTURE

The Metropolitan Library System and South Oklahoma City Junior College see OASES as the learning and sophistication stage for expanding such services into the remaining metropolitan area. It enables us to deal realistically with any target audience in identifying its continuing education needs, its problems in getting access to education, and providing education experiences that are relevant. It documents the approaches to meeting audience needs that are in cooperation with, rather than in competition with, other agencies in the community in a cost-effective manner.

For public libraries and junior colleges elsewhere, OASES results in a model that is adaptable to various situations and is cost-effective. This model should be relevant in any community which has a public library and a junior college. Many aspects of the model should be relevant to communities which have only a public library or a junior college in that the approach of OASES combines the strengths and purposes of both types of institutions. It also emphasizes the needs of the community, not which institutions provide the learning experience, whether the experience is for credit or non-credit, or how the learning is delivered. OASES is a total community approach to developing and delivering needed community continuing education, involving any and all community agencies with relevant objectives and capabilities.

The OASES Center experimented with its growth potential at the Ralph Ellison Branch Library during the second year. The success of that experiment has resulted in a commitment on the part of the library and the college to continue programming in that area. Support for the expansion of the OASES concept is visible in the In-House Evaluation where 45 percent of all those surveyed saw the program expanding and another 33 percent saw the program at least continuing as originally conceived. (See Chart XIX.)

There are still many questions left unanswered. A student impact evaluation is being planned as a means of determining the long range effect the program has had on individuals who have participated in educational events through OASES. The strength of the neighborhood approach for reaching special groups appears obvious, but what other forms are workable? Will the program work itself out of existence once it has reached its potential audience, or will the programming interests simply change? Perhaps the greatest question at the moment is the economic survival of a program that serves a community that is not economically strong. The college asks for more credit programming in order to increase its state funding, and the library is unable to offer much in terms of cash support at a time when tax payers are unwilling to increase levies.

There are other questions that could be posed now and many that will be confronted during this third year, the first year without Federal funding. In the interest of evaluation purposes for FIPSE, and for any educational institutions that would attempt duplication, a third year evaluation by outside FIPSE evaluators appears beneficial. This year's goals and objectives demonstrate a commitment to the basic concept of OASES and we look forward to growth as OASES continues to serve the educationally underserved through innovative and cooperative means.

II. A.

GENERAL CHARACTERISTICS OF TARGET COMMUNITY

TOTAL POPULATION: 31,279

AGE

	Male	Female	Total No.	Total %
Under 5 years	1330	1191	2521	8.1%
5-9 years	1240	1267	2507	8.0%
10-14 years	1265	1237	2502	7.9%
15-19 years	1200	1360	2560	8.2%
20-24 years	1156	1286	2442	7.8%
25-34 years	1540	1548	3088	9.9%
35-44 years	1372	1530	2902	9.3%
45-54 years	1727	2053	3780	12.1%
55-59 years	954	1174	2128	6.8%
60-64 years	912	1196	2108	6.7%
65-74 years	1282	1799	3081	9.9%
75+ years	603	1057	1660	5.3%
55+ years	3751	5226	8977	28.7%

MARITAL STATUS

	Male	Female	Total No.	Total %
Single	2160	1770	3930	16.2%
Married	7615	7773	15,388	63.4%
Separated	190	293	483	1.9%
Widowed	410	2511	2921	12.0%
Divorced	805	1200	2005	8.2%
Total:	10,990	13,254	24,244	

GENERAL CHARACTERISTICS OF TARGET COMMUNITY

Years of School Completed

	No.	%
Persons 25 years +	18,738	
None	317	1.7%
Elementary: 1-4 years	1155	6.2%
5-7 years	3203	17.1%
8 years	3162	16.9%
High School: 1-3 years	4941	26.4%
4 years	4534	24.2%
College: 1-3 years	986	5.3%
4 years or more	468	4.1%

% of High School Graduates: 31.9%

Means of Transportation to Place of Work

	No.	%
All workers	11,704	
Private auto: Driver	8489	72.5%
" " Passenger	2032	17.4%
Bus or Streetcar	186	1.6%
Subway, train, railroad	12	.1%
Walked	459	3.9%
Worked at home	224	1.9%
Other	302	2.6%

**Percentages have been rounded off to the nearest tenth %.

GENERAL CHARACTERISTICS OF TARGET COMMUNITY

Family Income Levels

Total # of Families: 8792
Mean Income: $7274.64

Income Below Poverty Level

Total # of Families Below Poverty Level: 1564
% of Total Families: 17.8%
Mean Income: $1893.22

PERCENTAGES OF SPANISH-SPEAKING PERSONS IN TARGET AREA

The following figures were derived from school statistics of elementary schools located in each census tract within the Target Area. School statistics show enrollment listed by % of total student population for each ethnic group on school records. Final figures were drawn by multiplying the % times the total population in the census tract with the assumption that school ethnic make-up is comparable to total population ethnic make-up.

* *

TOTAL POPULATION: 31,357

SPANISH-SPEAKING POPULATION: 3,419 or 11%

TRACT	MALE	FEMALE	TOTAL		% ACCORDING TO SCHOOL STATISTICS	TOTAL SPAN.-SPKG. IN CAP. HILL SERVICE AREA
1039	2402	2628	5030	x	10.0%	503
1040	426	441	867	x	56.3%	488
1041	1556	1869	3425	x	30.0%	1028
1044	1587	1731	3318	x	5.6%	186
1045	1358	1609	2967	x	7.7%	228
1046	507	650	1157	x	7.1%	82
1047	588	755	1343	x	7.1%	95
1048	1668	1857	3525	x	5.2%	183
1049	1815	2113	3928	x	7.7%	302
1050	914	1108	2022	x	7.7%	156
1057	611	615	1226	x	5.0%	61
1072.04	1227	1322	2549	x	4.2%	108
					TOTAL:	3419

CHARACTERISTICS OF NATIVE AMERICANS IN TARGET AREA

TRACT #	TOTAL INDIANS
1039	448
1040	42
1041	Not Listed
1045	89
1046	84
1047	76
1048	136
1049	129
1050	64
1036.02	30
	1,498
1044 (95% of 106)	100
1057 (77% of 74)	56
1072.04 (31% of 127)	39
	1,693 Subtotal

* 1,693 is 13% of total Indian population in OKC. *

TOTAL POPULATION: 12,951

Male: 6,460
Female: 6,491

AGE:

	Male	Female	Total	Total Nat. Amer. In Cap. Hill Service Area
Under 5 years	753	683	1436 x 13% =	186
5-9 years	802	838	1640 x 13% =	213
10-14 years	928	852	1780 x 13% =	231
15-19 years	611	620	1232 x 13% =	160
20-24 years	501	523	1024 x 13% =	133
25-29 years	510	306	816 x 13% =	106
30-34 years	448	493	941 x 13% =	122
35-39 years	322	408	730 x 13% =	94
40-44 years	449	351	800 x 13% =	104
45-49 years	351	291	642 x 13% =	83
50-54 years	227	298	525 x 13% =	68
55-59 years	186	266	452 x 13% =	58
60-64 years	157	150	307 x 13% =	39
65-69 years	71	185	256 x 13% =	33
70-74 years	80	99	179 x 13% =	23
75+ years	64	128	192 x 13% =	24
			TOTAL:	1,683
55+ years	558	828	1386 x 13% =	180

MARITAL STATUS

	Male	Female	Total	Total Nat. Amer. In Cap. Hill Service Area
Single	1310	1013	2323 x 13% =	302
Married	2561	2342	4903 x 13% =	637
Separated	45	1070	1115 x 13% =	145
Widowed	80	398	478 x 13% =	62
Divorced	216	382	598 x 13% =	77
TOTALS:	4167	4135	8302	

YEARS OF SCHOOL COMPLETED

		No.	%
Persons 25 years old & over		5840	
None		103	1.7%
Elementary:	1-4 years	171	2.9%
	5-7 years	581	10.0%
	8 years	490	8.3%
High School:	1-3 years	1275	21.8%
	4 years	1928	33.1%
College:	1-3 years	837	14.3%
	4 years or more	455	7.8%

% of High School Graduates: 55.1%

FAMILY INCOME LEVELS

Total # of Families: 2,904
Mean Income: $8,644

INCOME BELOW POVERTY LEVEL

Total # of Families Below Poverty Level: 1464
% of Total Families: 50.4%
Mean Income: 1,245

OBSTACLES TO ADULT EDUCATION

One hundred fifty-four students were questioned through the participant interviews and the OASES Evaluation Questionnaire as to the obstacles they confronted in participating in educational experiences. Some of the classes had transportation and financial aids available for participants.

	% OF TOTAL	
	2nd year	1st year
Transportation	17%	18%
Loss of Income	8%	8%
Child Care	11%	6%
Cost of Classes	6%	5%
Other (students specified)		
Time	7%	6%
Interferes with work	2%	2%
Traveling time	1%	2%
Getting started	0	1%
Health	1%	1%
Inappropriate materials	0	1%
Location of class	2%	1%
Loss of home life	0	1%
Loss of interest	0	1%
Provide lunch	1%	0
Indicated no problems	25%	24%
No response made	19%	22%

OASES PROGRAMMING 77-78

1. NON-CREDIT COURSES

Acting & Drama

Assertive Training, 3 sections

Ballroom Dancing, 2 sections

Cardiopulmonary Resuscitation in Basic Life Support

Cardiopulmonary Resuscitation for Spanish-Speaking Senior Citizens

Cheyenne Language Experiences

Citizenship: Preparation for Naturalization

G.E.D. (General Education Development), 3 sections

Genealogy

Home Repair Workshop, 4 sections

"How To Be Your Own Doctor, Sometimes"

Human Sexuality

Metric System, 2 sections

Math for G.E.D. and General Use

Native American Community of Oklahoma City, 3 sections

Oil Painting, 2 sections

Religions of Mankind

Survival English (ESL), 5 sections

Systematic Training for Effective Parenting

Yoga, 2 sections

"Wet-on-Wet" Oil Painting, 3 sections

2. CREDIT COURSES

AVT Office Machines

Business English

Business Math

Business Vocabulary & Spelling

Conversational Spanish I, 4 sections

Conversational Spanish II

First Aid & Emergency Care

Federal American Indian Policy I

Federal American Indian Policy II

Learning Activities for Young Children

Math for Business Careers

Machine Transcription

Mexican-American Cultural History

Office Procedures

Private Pilot's Ground School

Production Typing

Reading, 3 sections

Records Management

Shorthand I, 2 sections

Shorthand II

Social Problems

The City & The Neighborhood

Typing I, 2 sections

Typing II, 2 sections

Vocabulary & Spelling

3. SPECIAL PROGRAMS, WORKSHOPS & SEMINARS

"Arthritis"

Citizenship Seminar

Community Resources Seminar

Community Volunteer Appreciation Program

Consumer Awareness Seminar

Consumer Education Workshop

Consumer Protection Laws: Dollars & Sense

Christmas Arts & Crafts

"Creativity"

Educational Brokering Training Session, 4 workshops

Energy Conservation/Solar Energy Workshop, 2 workshops

"Everything You Always Wanted To Know About Rape, But Did Not Know Who To Ask"

"Fair Day" Field Trip

Financial Aids Workshop for ORO

Foot Reflexology

GED: Individual Study

Health Issues In Contemporary Society

Health Quackery & Drugs/Social Security Benefits

"Hello, I Want To Tell You Something"

"Hire The Older Worker Week" Workshop

How the Legislature Works

Human Relations Workshop, 4 workshops

Introduction to Cardiopulmonary Resuscitation

Know Your Car Workshop for Senior Citizens

Legal Resources for Senior Citizens

Legal Rights of Senior Citizens

"Making the Most of Myself"

"Medicare"

Mexican-American Political Caucus, 2 meetings

Mexican Arts & Crafts/Serving Emotional Needs in Older Recipients

Mexican Cultural History

Mexican Dance Field Trip, 2 events

Mexican Dinner, 2 events

Mexican Independence Day Movies

Mother's Day Program for Spanish-Speaking Senior Citizens

Native American Community of Oklahoma City for OKC Police Academy

Nature Day Picnic

"Needlework", a play by & for senior citizens

OASES Christmas Event

Oklahoma Legislative Process

Pow Wow

Reading Tutor Sessions

Reading Tutor Training Workshop, 2 workshops

Reading Workshop

Recognition of Dalrie Andrews Dinner

RSVP Recognition

St. Patrick's Day Field Trip

Salvation Army Recognition Dinner

Self-Defense for Senior Citizens Demonstration

"Senior Power"

Social Services for Senior Citizens

Spanish-Speaking Senior Citizens, 2 programs

Spring & Easter Arts

Teacher Training

Town Hall for Spanish-Speakers

"Up On Your Toes About Your Feet" for Senior Citizens

Valentine's Day Crafts

"Wet-on-Wet" Painting Demonstration

Wills & Estate Planning, 2 programs

SELECTION OF SAMPLE

A sample of students who had taken courses offered through OASES was chosen for interviewing in order that information on the program might be obtained. Questions regarding an evaluation of courses were not included as in the first year's interviews as it was believed that data had been adequately obtained at the end of each program.

There were 4 different populations from which information was desired; therefore, a 20 percent sample was chosen from each group. Using a table of random numbers from the 181 Older Americans who took courses, 36 were chosen with 18 alternative names to be used for replacements. From the 89 Native Americans, 18 names were chosen with 9 alternatives selected. Ten Hispanics were chosen from the 49 who had participated with 5 alternatives. Finally, 32 names were pulled from the 157 in the Geographic Target Area with 16 drawn as replacements.

All people on the first list drawn were contacted. If the resulting sample was less than 10 percent of the total population, replacement names were used until the number to be interviewed was greater than 10 percent of the total. All replacement names were pulled from every group. In addition, 15 more names had to be pulled from the Native American sample in order to insure a 10 percent sample.

The interviews were conducted by Ph.D. candidates in the Community Education program at the University of Oklahoma in order to insure objectivity. In some cases student interviewees were used as interpretors for the interviewers if the student's English was limited and the interviewer did not speak Spanish. One employee from a neighboring agency (the Mexican-American Cultural Center) assisted in three interviews with Spanish-speakers. Almost all of the interviews were conducted in person, but in order to complete the process, some were done by phone.

PARTICIPANT INTERVIEW NOTES

1. Scaled response questions as well as open ended, yes and no questions were utilized in order to get a more complete evaluation.

2. Two responses in Sample C, Older Americans, were accepted as valid responses though the interview was not completed. Comments by these participants are marked by an asterisk on the Sample C section labeled "Other Suggestions or Comments."

3. "Neutral" responses and "Not Applicable" responses were counted the same on the scaled part of the interview so that some questions with a large number of these responses have less valid mean scores than others (numbers 1, 3, and 5 in particular.)

A. AMERICAN INDIAN SAMPLE

1. WOULD THEY HAVE TAKEN THE CLASS(ES) IF OFFERED SOMEWHERE ELSE?

Yes: 6 No: 6

WHERE OR HOW FAR WOULD THEY HAVE BEEN ABLE OR WILLING TO TRAVEL FOR THE CLASS?

"If I could get to it."

"Anywhere the lines go."

"Closer to home."

"3 miles."

"If I could get there."

"Wouldn't matter."

2. AFTER THIS CLASS, WOULD THEY ATTEND ANOTHER IN THIS PROGRAM?

Yes: 10 No: 2

COMMENTS:

None made.

3. WOULD THEY ATTEND CLASSES ELSEWHERE BECAUSE OF THEIR EXPERIENCE HERE?

Yes: 9 No: 3

COMMENTS:

"Have children to support right now."

"At SOCJC."

"Will be going back to OCU in Spring."

4. SUGGESTIONS MADE TO MAKE CLASSES EASIER FOR PEOPLE TO ATTEND IF OFFERED HERE AGAIN:

"Needs more publication; needs more materials to demonstrate."

"Later starting time, 6:30 to 10:00??"

"Busing."

"If people were more informed; hardly anyone knew about it."

"More speakers on old Indian culture; not long enough to learn to put sentences together."

"It was easy as possible."

"1) After work hours - you have to have money to live on & need classes after hours; 2) Day care center for kids - paid."

"Classes closer to residents' home."

5. WHAT PARTICULAR SERVICE OR VALUE HAS THE OASES PROGRAM BEEN TO THEM?

"How to speak language."

"Few pointers for fixing up house."

"More awareness of Indian."

"I would not have gone to college but I could go there. The teacher was concerned about me as an individual."

"Great - Although not using very much right now except typing."

"Got to know more people in my tribe & found more people of my tribe and heritage."

"Good class; never knew any of my own language."

"New."

"Refresher."

"It has interested me in going back so I can get out of waitressing and sales clerk jobs."

"New insights into home maintenance and knowledge of home repairs."

6. OTHER SUGGESTIONS OR COMMENTS:

"We were able to talk to the teacher individually; we were too shy to go to a bigger school. It was very nice to go to college with people you know. Transportation would be helpful, car pools."

"Want to find another job where I can use my studies more."

"They should have courses at Orchard Park Native American Center; speed reading."

"The program is more private than a college or technical school and makes people feel more comfortable. Really appreciated cosmetics, consumer and self-help education."

B. MEXICAN AMERICAN SAMPLE

1. WOULD THEY HAVE TAKEN THE CLASS(ES) IF OFFERED SOMEWHERE ELSE?

Yes: 4 No: 3

WHERE OR HOW FAR WOULD THEY HAVE BEEN ABLE OR WILLING TO TRAVEL FOR THE CLASS?

"SOCJC."

"In OKC."

"Not far, close to home."

"7 miles."

"I don't know."

"I don't know."

"As far as I needed to go."

2. AFTER THIS CLASS, WOULD THEY ATTEND ANOTHER IN THIS PROGRAM?

Yes: 4 No: 2

COMMENTS:

"Yes, I am interested, but I work late. Sometimes I work 10 to 12 hours a day."

3. WOULD THEY ATTEND CLASSES ELSEWHERE BECAUSE OF THEIR EXPERIENCE HERE?

Yes: 7 No: 0

COMMENTS:

"To learn more English."

"I have learned a little English."

"I don't know why not. If there are more courses in English and more advanced."

"Want to take more classes here and maybe somewhere else in the future."

"South OKC Junior College."

4. SUGGESTIONS MADE TO MAKE CLASSES EASIER FOR PEOPLE TO ATTEND IF OFFERED HERE AGAIN:

"Understaffed."

"Evening classes are better for people who have to work. More counseling to help people come to program. More financial aid."

"Sometimes there are too many people in class for teachers. Some students understand English better than others. OASES needs two teachers and one class for those who don't have English and another for those who do."

"When classes begin in September, OASES should begin classes at 6:30 so students can go home after work to eat and clean up."

"That they have more teachers so that they can serve the various groups that come to class. They need a class for beginners and one for secondary learners."

"Convenient hours."

5. WHAT PARTICULAR SERVICE OR VALUE HAS THE OASES PROGRAM BEEN TO THEM?

"It has helped me in my teaching methods."

"Bilingual teaching techniques."

"It has been valuable. I have learned a lot."

"OASES has helped me to facilitate learning English. I have learned a lot."

"It has served me in helping me to learn English."

"Big benefits - I was helped in getting a job through OASES."

"It has helped me to learn English."

6. OTHER SUGGESTIONS OR COMMENTS:

None made.

C. OLDER ADULTS SAMPLE

1. WOULD THEY HAVE TAKEN THE CLASS(ES) IF OFFERED SOMEWERE ELSE?

Yes: 8 No: 9

WHERE OR HOW FAR WOULD THEY HAVE BEEN ABLE OR WILLING TO TRAVEL FOR THE CLASS?

"Any place within a reasonable distance."

"Shartel or Reding."

"In the area."

"SOCJC."

"OKC."

"SOCJC."

"Not far; 5 miles."

"In OKC."

"Only at the center; cannot travel."

2. AFTER THIS CLASS, WOULD THEY ATTEND ANOTHER IN THIS PROGRAM?

Yes: 13 No: 4

COMMENTS:

"Another class in September."

"Looking forward to it."

"Will attend if possible."

"Enjoyable, comfortable atmosphere."

"Enjoying the class."

"Hopes for another one."

"Health reasons may stop her."

3. WOULD THEY ATTEND CLASSES ELSEWHERE BECAUSE OF THEIR EXPERIENCE HERE?

Yes: 13 No: 4

COMMENTS:

"If transportation is provided."

"If transportation is available."

"Yes, convenient."

"If it is free."

"Do wish to continue Spanish classes."

"If close and inexpensive."

"Can not travel."

4. SUGGESTIONS MADE TO MAKE CLASSES EASIER FOR PEOPLE TO ATTEND IF OFFERED HERE AGAIN:

"Schedule for Thursday afternoon."

"Very accessible."

"Could not make it easier."

"Lunch provided with course is an encouragement for people to attend, but it may keep some people away because of the cost of the lunch."

"Transportation."

"Suggest afternoon classes because it allows more time to get around."

"It couldn't be easier."

"Have in the evenings, best time."

"Transportation."

5. WHAT PARTICULAR SERVICE OR VALUE HAS THE OASES PROGRAM BEEN TO THEM?

"New experience; social."

"Learned many excellent things about health. Good information. Learned new skills."

"Social, new experience, new skills."

"Exercise and helping others to learn."

"Helped understand Mexicans; daughter-in-law went to Mexico and felt comfortable."

"Calm nerves; helped not to shake, overcome diabetic symptoms."

"Personal enjoyment.:

"Informed others and caused them to be helped in assisting toward adoption of good legislation and opposing bad legislation."

"Exercise."

"Helped to communicate with my doctor. The class took the magic out of medicine and helped to understand what is happening to our bodies."

"Opened new doors and interest in other cultures, social aspects, new relationships."

"Increased interest to go on and to keep trying."

"Getting the family involved. I feel without the help I received in the health class I would be dead or in a very bad shape."

"Held interest for a few weeks."

"Made me aware of the metric system and helped me to understand it better."

"Furthered education."

6. OTHER SUGGESTIONS OR COMMENTS:

"Excellent teachers. Very happy with program."

"Would like Ballroom Dancing offered again. Others feel the same way."

6. OTHER SUGGESTIONS OR COMMENTS: (Continued)

"If programs anywhere other than the center, have free bus transportation."

"Would like to get Ballroom Dancing on Thursday afternoons. Would like to teach the Salty Dog Rag."

"Offer gardening courses; to find out about offerings, have to pick up brochure at center."

"Try to avoid program speakers or others from presenting misrepresentations relative to the legislative process, i.e., Frosty Troy advocating 'hell raising' with members of the legislature. Older people need a variety of age groups and activity programs."

"Very pleased. Instructor pleased to help people with their wants and needs rather than what the instructor wanted." Perhaps better publicity for classes would help other people know of the fine programs."

"The teamwork through the health class was excellent. I feel they have handed my health back to me."

"The furnishing of oil and brushes was very much appreciated."

* "Could not hear what was going on and only attended two classes."

* "It is too hard for old people to learn. Old people do not need this type of program."

"April did an excellent job."

"Sometimes I get into too many things."

"Offered more material than needed. Open, warm atmosphere. April is outstanding."

"More than anything, I liked painting and ceramics."

* Refer to introduction of "Selection of Sample."

D. RESIDENTS OF THE GEOGRAPHIC TARGET AREA

1. WOULD THEY HAVE TAKEN THE CLASS(ES) IF OFFERED SOMEWHERE ELSE?

Yes: 8 No: 10

WHERE OR HOW FAR WOULD THEY HAVE BEEN ABLE OR WILLING TO TRAVEL FOR THE CLASS?

"SOCJC, the Towers; 3-5 miles."

"SOCJC."

"Anywhere in City if transportation is available."

"Anywhere - SOCJC, OU, Central State."

"4 miles."

"10 miles."

"Within 10 mile radius."

"Not very far."

"Not unless in library."

"To hear Frosty Troy."

"Anywhere in OKC where transportation is provided."

"Could not travel far."

2. AFTER THIS CLASS, WOULD THEY ATTEND ANOTHER IN THIS PROGRAM?

Yes: 14 No: 4

COMMENTS:

"If it's in a close place, like SW Capitol Hill."

"If interested in subject."

"Absolutely great."

"Just don't have the time."

"In order to achieve my GED."

3. WOULD THEY ATTEND CLASSES ELSEWHERE BECAUSE OF THEIR EXPERIENCE HERE?

Yes: 13 No: 5

COMMENTS:

"Wish I could have gotten into it earlier in my life."

"Joined YMCA Lifesaving."

"Maybe around here close."

"Not as a result of, but just if I were interested in the course."

"If transportation is available."

"Would like to take a biofeedback course at South Okla. City Junior College if I could get transportation."

"I think it is a good program."

"If I had the time."

"Not as a result of this course."

4. SUGGESTIONS MADE TO MAKE CLASSES EASIER FOR PEOPLE TO ATTEND IF OFFERED HERE AGAIN:

"Arrange a bus from the Towers."

"Couldn't make it any easier; was perfect for people who wanted to attend."

"It is extremely easy now."

"Have on convenient days and close to home."

"Weekly course better than monthly course. Advertising is good. Location is good."

"Some classes are too long (number of weeks)."

"More would attend if the course were publicized more. Television and radio announcements would be helpful."

"Staff was very flexible."

"Most people around here work and are too tired to take classes in the evening. Maybe more Spanish classes."

4. SUGGESTIONS . . . (continued)

"Free babysitting."

"Need more counselors or teachers. Had to wait 4 or 5 months to get into the program."

"Provide transportation."

"A more central location."

"I was very happy with hours. Instructor was beautiful. Her follow through was terrific."

"Hours okay. Location okay."

5. WHAT PARTICULAR SERVICE OR VALUE HAS THE OASES PROGRAM BEEN TO THEM?

"It has been an excellent review."

"My employer was aware that I was taking the course and he was very understanding about the hours and such."

"Awareness of city government and its function."

"A new awareness of city government and resources."

"New approach to teaching was great."

"Helps a lot in communication. I'm good in math but program has helped in English."

"Better understanding of my children."

"A lot of old people live around here and it is a good program for them."

"Better understanding of body, medicine, new skills, helps with family illnesses."

"Was helpful in making me more outgoing, confident, social."

"Made me more aware of great need for tutors. Helped with my position in understanding problems of parents."

"Expanded experience; social benefits; lunch program; good speakers."

"Gets one moving and out. New experience, new skills, social interaction."

"As a teacher the coordination of my course has been better and communication has been helpful - free fee."

5. WHAT PARTICULAR SERVICE OR VALUE HAS THE OASES PROGRAM BEEN TO THEM? (continued)

"Helped me in writing and enjoyed it. Doctor course was practical and helpful."

"Confidence - could handle emergencies."

"It give elderly people a chance to associate with one another."

"Made use of my brain."

6. OTHER SUGGESTIONS OR COMMENTS:

"Enjoyed training in hand sign language. Had fun, was very pleased. Thanks for doing a beautiful job. Hope to see more people involved in program."

"Program is great, especially art classes."

"More people should take a first aid class."

"Need following classes: 1) book review; 2) religions of the world; 3) offer health classes again; 4) transportation needed if classes are some other place; 5) repeats too much in the health class; 6) city-county - Luther area; we need much reading instruction; 7) more outreach; 8) more health classes & exercise classes; 9) have tried to get neighbors interested, but they just don't like to read; 10) I think it helps a lot of people."

"GED is necessary for a lot of people. To advance you need it. Would be a better program if there wrer more locations."

"More class participants involved in discussion would help. Better than other educational experiences."

"I felt it fulfilled my need."

"In regard to people working, wanted to be in class without a restricting grade requirement. Simply to audit the class and not having to complete would be more conducive to learning. Teach conversational Spanish by speaking Spanish in classroom. Trial and error recording and recorders in classroom needed. More having to interpret the instructor. Do it while in class rather than homework."

"Hope to take drama outside of center and continue with higher classes in drama."

"Came to an understanding of difference between reading and comprehension. The case studies were most helpful. Instructor is very qualified. April was most helpful. Sandy Ingraham was very helpful too."

GENERAL SATISFACTION OF NATIVE AMERICAN PARTICIPANTS

- 12 INTERVIEWS -

How satisfied are you with:	1	2	3	4	5	MEAN
1. the counseling you received?	5	2	0	0	6	1.0
2. the learning experiences you had in the class(es)?	7	3	1	1	0	1.2
3. the amount of financial assistance you received?	6	2	0	0	4	1.2
4. your contact with the staff?	5	5	2	0	0	1.1
5. your involvement in making decisions about where or when your class was held?	4	2	0	1	5	.7
6. what the OASES program is trying to do?	6	5	0	0	1	1.4
7. the quality of service?	7	3	1	0	1	1.3
8. the ability of the staff to do their job?	7	5	0	0	0	1.6
9. the quality of materials and resources?	5	5	1	1	0	1.0
10. the amount and kind of support provided?	4	5	0	0	3	1.1
11. OASES's physical facilities?	5	5	1	1	0	1.0
12. the results of the OASES program?	6	6	0	0	0	1.5
13. what the program communicates?	5	7	0	0	0	1.4

1 = very satisfied 2 = satisfied

3 = not satisfied 4 = very dissatisfied 5 = neutral

GENERAL SATISFACTION OF MEXICAN-AMERICAN PARTICIPANTS

- 7 INTERVIEWS -

How satisfied are you with:	1	2	3	4	5	MEAN
1. the counseling you received?	3	2	0	0	2	1.2
2. the learning experiences you had in the class(es)?	3	4	0	0	0	1.4
3. the amount of financial assistance you received?	0	2	0	0	5	.3
4. your contact with the staff?	4	3	0	0	0	1.6
5. your involvement in making decisions about where or when your class was held?	1	4	0	0	2	.9
6. what the OASES program is trying to do?	4	3	0	0	0	1.6
7. the quality of service?	4	3	0	0	0	1.6
8. the ability of the staff to do their job?	3	4	0	0	0	1.4
9. the quality of materials and resources?	4	3	0	0	0	1.6
10. the amount and kind of support provided?	3	3	1	0	0	1.1
11. OASES's physical facilities?	3	4	0	0	0	1.4
12. the results of the OASES program?	4	2	0	0	1	1.4
13. what the program communicates?	4	1	0	0	1	1.3

1 = very satisfied 2 = satisfied

3 = not satisfied 4 = very dissatisfied 5 = neutral

GENERAL SATISFACTION OF OLDER AMERICAN PARTICIPANTS

- *19 INTERVIEWS -

How satisfied are you with:	1	2	3	4	5	MEAN
1. the counseling you received?	1	0	0	0	16	.1
2. the learning experiences you had in the class(es)?	13	4	0	0	0	1.8
3. the amount of financial assistance you received?	1	1	0	0	15	.2
4. your contact with the staff?	13	3	0	0	1	1.7
5. your involvement in making decisions about where or when your class was held?	8	2	1	0	6	1.0
6. what the OASES program is trying to do?	13	3	0	0	1	1.7
7. the quality of service?	12	5	0	0	0	1.7
8. the ability of the staff to do their job?	13	4	0	0	0	1.8
9. the quality of materials and resources?	11	6	0	0	0	1.6
10. the amount and kind of support provided?	11	3	0	0	3	1.5
11. OASES's physical facilities?	8	7	0	0	2	1.4
12. the results of the OASES program?	12	5	0	0	0	1.7
13. what the program communicates?	9	8	0	0	0	1.5

1 = very satisfied 2 = satisfied

3 = not satisfied 4 = very dissatisfied 5 = neutral

* Two participants in this target group did not respond in full to the interviewers questions. One participant stated she could not hear very well and quit attending classes. Another participant stated that "old people do not need this type of program." Their responses were not used in figuring the mean.

GENERAL SATISFACTION OF GEOGRAPHIC TARGET AREA PARTICIPANTS

- 18 INTERVIEWS -

How satisfied are you with:	1	2	3	4	5	MEAN
1. the counseling you received?	2	1	0	0	15	.3
2. the learning experiences you had in the class(es)?	14	3	0	0	1	1.7
3. the amount of financial assistance you received?	2	1	0	0	15	.3
4. your contact with the staff?	16	1	1	0	0	1.8
5. your involvement in making decisions about where or when your class was held?	8	3	0	0	7	1.1
6. what the OASES program is trying to do?	17	1	0	0	0	1.9
7. the quality of service?	11	7	0	0	0	1.6
8. the ability of the staff to do their job?	14	3	0	0	1	1.7
9. the quality of materials and resources?	12	5	0	0	1	1.6
10. the amount and kind of support provided?	10	5	0	0	3	1.4
11. OASES's physical facilities?	9	6	1	0	2	1.3
12. the results of the OASES program?	12	5	0	0	1	1.6
13. what the program communicates?	13	4	0	0	1	1.7

1 = very satisfied 2 = satisfied

3 = not satisfied 4 = very dissatisfied 5 = neutral

GENERAL SATISFACTION WITH ELEMENTS OF OASES PROGRAM

- 56 TOTAL INTERVIEWS -

How satisfied are you with:	1	2	3	4	5	MEAN
1. the counseling you received?	11	5	0	0	38	.5
2. the learning experiences you had in the class(es)?	37	14	1	1	1	1.6
3. the amount of financial assistance you received?	9	6	0	0	39	.4
4. your contact with the staff?	38	12	3	0	1	1.6
5. your involvement in making decisions about where or when your class was held?	21	11	1	1	18	.9
6. what the OASES program is trying to do?	40	12	0	0	2	1.7
7. the quality of service?	34	18	1	0	0	1.6
8. the ability of the staff to do their job?	37	16	0	0	1	1.7
9. the quality of materials and resources?	32	19	1	1	1	1.5
10. the amount and kind of support provided?	27	16	1	0	9	1.3
11. OASES's physical facilities?	25	22	2	1	4	1.3
12. the results of the OASES program?	34	18	0	0	2	1.6
13. what the program communicates?	31	20	0	0	2	1.5

1 = very satisfied 2 = satisfied

3 = not satisfied 4 = very dissatisfied 5 = neutral

AREA OF STUDY	DEGREE OFFERED	SCHOOL
Asian Studies	Bachelors	OU
Astronomy	Bachelors	OU
Astrophysics	Bachelors	OU
Aviation	Associate	ERJC
Aviation Business Management	Associate	OCU
	Bachelors	OCU
Banking & Finance	Certificate	ORJC
	Associate	ORJC, SOCJC
Bible	Certificate	BNC
	Associate	HFWBC
	Bachelors	OCC
Bilingual Education	Bachelors	OCU
Biochemistry	Bachelors	OSU, OCC
Biology	Associate	ORJC
	Bachelors	OBU, OCC, OCU, OSU, CSU, BNC, LU
Biology Education	Bachelors	CSU, LU
Biomedical Electronics	Associate	OSUTI
Bookkeeping & Clerical Practices	Bachelors	OU, OCC, LU
Botany	Bachelors	OSU, OU
Broadcasting	Associate	SOCJC
Business	Certificate	BNC
	Associate	HFWBC, SOCJC, ORJC, ERJC, SGC
	Bachelors	BNC, OBU, LU
Business Administration	Certificate	ERJC
	Associate	ORJC, ERJC, OCSC
	Bachelors	CSU, OCC, OCU, OU, LU
Business Data Processing	Associate	ORJC

Two Year Public

School: Oklahoma State University Technical Institute
Address: 900 N. Portland, Oklahoma City, Okla. 73107
Telephone: (405) 947-4421

OSU Technical Institute was founded in 1961 and is located at the corner of 9th and Portland with the campus covering 60 acres.

The branch campus is located in the Northwest part of downtown Oklahoma City and offers two-year training programs in the technical fields.

Student Population: 2,200

Cost: $14.00/hour-residents
$40.00/hour-non-residents

Financial Aids: BEOG, SEOG, NDSL, BIA, CWS, OSU scholarships and employment.

Academic Calendar: Fall Semester, Spring Semester, and an 8 week Summer Session

Degrees Offered: Associate

Educational Programs

Architectural Technology. . . . . .A.S.
Bio-Medical Electronics. . . . . A.S.
Computer Prog. Technology. . . . . A.S.
Computer Prog. - Scientific. . . . . A.S.
Computer Prog. - Business. . . . . A.S.
Computer Prog. - Systems Analyst . . . . . A.S.
Computer Prog. - Computer Operations Mgmt. . A.S.
Civil Technology. . . . . A.S.
Drafting & Design. . . . . A.S.
Electronics. . . . . A.S.
Electronics Engineering Technology . . . . . A.S.
Environmental Health. . . . . .A.S.
Environmental Safety. . . . . .A.S.
Fire Protection Technology. . . . . .A.S.
General Engineering. . . . . A.S.
Horticulture Technology. . . . . A.S.
Industrial Drafting Technology . . . . . A.S.
Instrumentation Technology. . . . . .A.S.
Municipal Fire Protection. . . . . A.S.
Nurse Science. . . . . A.S.
Public Works . . . . . A.S.
Police Science-Law Enforcement. . . . . .A.S.
Surveying Technology. . . . . .A.S.
Technical Writing. . . . . A.S.
Urban Planning. . . . . .A.S.

Film Processing . . . . . OSP
Photographic Laboratory Chemistry. . . . . OSP
Print Developing & Enlarging . . . . . OSP
Process Camera (Printing). . . . . FEAVTC
Slides & Prints. . . . . OSP
Studio & Natural Lighting. . . . . OSP
Use of Electronic Flash Units &
Exposure Meters . . . . . OSP

DATA PROCESSING

Computer I . . . . . OES
Computer Programming . . . . . FEAVTC

ELECTRICAL - ELECTRONICS

Amateur Radio . . . . . OES
Basic Electronics. . . . . FEAVTC, MNVTS, OES, SMTS
Black/White Television . . . . . OES
Communications . . . . . OES
Electronics Technology . . . . . OES
Industrial Eelctronics Technician. . . . . OES
National Electric Code (Prep.) . . . . . FEAVTC
Radio & TV Repair . . . . . FEAVTC, OES
Residential Eelctricity. . . . . MNVTS

HAIRSTYLING

Beauty Culture . . . . . ABC, CBC, MBC, MLBC, OBC, PBC
Manicurist . . . . . PBC

HEALTH OCCUPATIONS

Dental Assistant . . . . . ACH&BC
Health Services Careers. . . . . MNVTS

Tarot Card/Astrology . . . . . OASES

CURRENT ISSUES

Energy . . . . . OS&AF
Issues & Leaders . . . . . SLA

FAMILY RELATIONS - MENTAL HEALTH

Assertive Training . . . . . YWCA, SOCJC/CSC
Child Development Workshop . . . . . YWCA, MNVTS
Dealing with Alcoholism. . . . . SOCJC/CSC
Discovering & Living Your Potential. . . . . SLA
Intro. to Parent Effectiveness Training. . . YWCA, SOCJC/CSC
Joy & The Single Life . . . . . SLA
Lifestyle Encounter . . . . . SLA
Marriage . . . . . SOCJC/CSC
Single Parents . . . . . YWCA
Stress Seminar . . . . . YWCA

FINE ARTS

Acting Studio . . . . . SLA, OASES
Ballet . . . . . YWCA
Beginning Acrylic & Oil Painting . . . . . SLA, OS&AF
Beginning Guitar . . . . . SLA, SOCJS/CSC
Ceramics . . . . . OS&AF
Creative Writing . . . . . SLA, OASES
Charcoal Sketching . . . . . AEC
Drama . . . . . YWCA
Drawing. . . . . YWCA, OS&AF
Gallery. . . . . YWCA
Intermediate Oils & Acrylics . . . . . SLA
Modern Dance . . . . . YWCA
Oil Painting . . . . . OASES

II. F.

O A S E S

COST EFFECTIVENESS STUDY

Prepared by:
Annmarie Shirazi

September 1, 1978

Cost effectiveness being a difficult concept to deal with, it requires consideration from a number of different points.

One way to consider cost effectiveness is to identify any additional use of the agencies involved. Additional use of existing facilities is something which all agencies want at this time when money is not easily obtained. If it can be identified that additional use and/or additional revenue was produced through participating in the program, then this is one way the program can be said to be cost effective.

For SOCJC's part, OASES can be said to be cost effective in part if the program serves to bring students to the school to take courses. Therefore, at the end of March, 1978, using a list of all those who have been served through OASES (including counseling, noncredit courses, and credit courses), the number who have enrolled in classes at SOCJC was identified, and it was found that 28.6%, the percentage of students whose first contact was at OASES, have subsequently enrolled at SOCJC in either credit or noncredit courses.

From the library's standpoint, there will be an added use of the library in terms of circulation and use of reference materials by the students as well as their families. This increase in the number of people served decreases the cost per person served and increases the library's cost effectiveness.

A second way in which the library can increase its service through the OASES program is in the ability it presents of allowing continuing education to be brought to the community. The aspect of continuing education is one which is a major goal in most metropolitan libraries.

A second segment of this part of the cost effectiveness model deals with the publicity that the program supplies. Added publicity, especially when it is positive, is a benefit to any agency with which the program is connected.

A second way to consider cost effectiveness is to look at the amount of money each agency would spend to offer the program and then the amount which would be needed if they were to cooperate in order to keep the model understandable and still have it realistic.

Assumption I: The model is made up of two phases, phase 1 being non-recurring costs for a three-month period which came about due to starting the program and phase 2 which covers a nine-month period and consists of costs and income from the actual running of the center.

Assumption II: The cost figures assume (1) that state aid will be received by SOCJC and the joint project, but not only by the library alone, and assuming that the building will be used to capacity - 17 three-hour classes/semester for 2 semesters (9 months); (2) that each class has 20 students which is the maximum capacity; and (3) that all classes are credit classes taught by adjunct faculty at $220/credit hour and 6.8 FTE faculty are needed.

The numbers obtained using the above two assumptions can be found in Table I. Column A contains the costs of the program at SOCJC if they were to do it themselves; column B has the costs to the library if they were to do it themselves; and column C depicts the costs as they would exist if the two agencies cooperate. (Column C is not what has actually been spent in the OASES project; those number can be found in Table II.) As can be seen in Table I, the start-up costs are the smallest in the joint effort and greatest if the library were to do the program themselves. In considering

the fixed operational costs over a nine-month period again, the joint effort has the lowest costs while the library has the highest costs, but in this case, SOCJC costs are very similar to the library. When looking at the total costs, all three columns are in the red, but the joint effort is by far the best. If we add the state appropriations, which would be obtained for FTE produced, the joint effort is the only way the program could possibly be cost effective.

The assumption that the library would be functioning at total capacity (34 classes each 9 months) is perhaps unrealistic in that in one community it would be unlikely that that much interest could be obtained or sustained over any period of time. Also, it would be unlikely that all the courses taught would be credit courses. A more realistic way to look at the cost model might be to add two more libraries and spread the 34 classes out over the three libraries in the nine months. To use two more libraries, the added costs to those already presented would be: (1) furniture (student desks, etc.) costs - $1,600, and (2) one full-time counselor to work between the three libraries - $10,000/9 months. Although this adds to the costs, it is more realistic, and noncredit courses could be scheduled to add some income. The average cost to the student for a 6-week, 12-contact-hour, noncredit course is $14.50. (This cost fluctuates with the cost of equipment and the number of contact hours.) The instructor costs are $10 per contact hour usually although this can be negotiated. If each library offered 10 noncredit courses per 9 months, enrolling on the average of 15 students, then $6,525 would be produced in tuition, and $3,600 of that would be spent in instructor salaries. Then $2,925 could be added to the amount of revenue the joint effort would be losing as presented in Table I, making the net loss only $1,547.40.

Using all of the above assumptions and the additional assumption that each student is enrolled in one three-credit hour course, we find that in order to reach a break-even point in terms of money, throughout the two semesters SOCJC would need to serve 306 students; the library, 1,734 students; and OASES, only 272. It would appear then that OASES is the most economical of the three options. (See Table II.)

A third way to look at cost effectiveness is to get an indication of the number of people served who would not have been served if the program had not been in existence using the definition of those who would not have been served as those not using adult continuing education activities for the last 4 *years. The results of an interview of students who had participated in courses at OASES indicate that* 61 *% of those interviewed fell in the category of people served who would otherwise not have taken part in continuing educational activities.*

TABLE I

OASES - PHASE I
Start-up Costs - 3-Month Period

	A SOCJC	B Library	C Joint Effort
A. Staff:			
1. Director - 480 hours	$ 3,912	$ 3,912	$ 3,912
2. Public Relations - 480 hours	2,880	2,880	2,880
3. Instructional Development - (A) 316 hours (B) 500 hours	2,850	4,500*	2,850
4. Clerical - 480 hours	1,680	1,680	1,680
B. Supplies and Equipment:			
1. Paper pens, etc.	500	500	500
2. Xeroxing	200	200	200
3. Telephone	250	250	250
4. Office furniture	1,000	1,000	1,000
5. Student desks	1,600	1,600	1,600
C. Space:			
1. Office (A) $10 per day (B) $326 per year	600	81*	81
TOTAL START-UP COSTS	$15,472	$16,603*	$14,953

*Variances in costs between the college and the library are due to one institution or the other having to specially contract for or otherwise acquire the human or physical resources involved due to such resources not being typically a resource available in the usual operations of the given institution.

TABLE I (Continued)

OASES - PHASE II
Actual OASES Operation - 9 Months

	A SOCJC	B Library	C Joint Effort
FIXED COSTS (Continuous through program and do not vary with number of students, assuming all building space and equipment must be rented or owned.)			
A. Staff:			
1. Director - full-time	$11,700	$11,700	$11,700
2. Evaluator - one-fourth time	2,925	4,500*	2,925
3. Instructional Development - one-fourth time	2,025	2,500*	2,025
4. Public Relations - one-half time	4,320	4,320	4,320
5. Program Assistant	9,000	9,000	9,000
6. Clerical - full-time	5,040	5,040	5,040
half-time	2,520	2,520	2,520
B. Supplies:			
1. Paper, pens, etc.	1,000	1,000	1,000
2. Xeroxing	500	500	500
3. Telephone	300	300	300
C. Space:			
1. Office - (A) $10 day (B) $326 per year	1,800	245*	245
TOTAL FIXED OPERATIONAL COSTS - 9 MONTHS	$41,130	$41,625*	$39,575

*Variances in costs between the college and the library are due to one institution or the other having to specially contract for or otherwise acquire the human or physical resources involved due to such resources not being typically a resource available in the usual operations of the institution

TABLE I (Continued)

OASES - PHASE II (Continued)
Actual OASES Operation - 9 Months (2 Semesters)
Facility Operation at Maximum Capacity in Terms of Time, Space, Number of Students

	A SOCJC	B Library	C Joint Effort
VARIABLE COSTS & INCOME (Vary with number of students except for "Fixed Costs")			
A. Income			
1. Student Tuition (17 courses at 3 hours each per semester each having 20 enrolled)	$ 25,500	$25,500	$ 25,500
2. Income from State Support (136 for 9 months at $985.46/FTE for fiscal 1978)	134,022	- 0 - *	134,022
TOTAL INCOME	$159,522	$25,500*	$159,522
B. Expenses			
1. Staff - Instructors**	$ 22,440	$22,440	$ 22,440
2. Supplemental Class Reading Materials	1,200	- 0 - *	- 0 -
3. Space Costs***	4,896	1,426*	1,426
4. Fixed Costs	41,130	41,625*	39,575
TOTAL EXPENSES	$ 69,666	$65,491*	$ 63,441
TOTAL COST--			
1) With state support	+$ 89,856	-$39,991	+$ 96,081
2) Without state support	-$ 44,166	-$39,991	-$ 37,941

*Variances in costs between the college and the library are due to one instituion or the other having to specially contract for or otherwise acquire the human or physical resources involved due to such resources not being typically a resource available in the usual operations of the given institution.

**Cost based on 6.8 FTE instructors, each teaching 15 credit hours and receiving $220 per credit hour taught over the 9 months.

TABLE I

OASES - PHASE II
Actual OASES Operation - 9 months
Non-Credit Courses

	A SOCJC	B Library	C Joint Effort
VARIABLE COSTS & INCOME (Maximum; based on realistic estimate of 1,836 contact course hours possible in a 9-month period)			
A. Income			
1. Student Tuition (102 courses of 18 contact hour duration - maximum of 20 students each - students pay $1.00 per contact hour.	$36,720	$36,720	$36,720
B. Costs			
1. Instructors (102 courses of 18 contact hour duration)	18,360	18,360	18,360
2. Space	4,896	1,426	1,426
TOTAL COSTS	$23,256	$19,876	$19,876
NET INCOME	$13,464	$16,844	$16,844

TABLE II

BREAK-EVEN POINT

Income per class:

1. Student tuition (20 students)	$ 750	
2. State aid	1,971	
Total Income		$ 2,721

Variable costs per class:

1. Space	$ 42	
2. Instruction	660	
Total Costs		702
Net Income Per Class		$ 2,020

Number classes required to meet fixed OASES costs:

Fixed Costs ($39,575) divided by $2,020 = 19 classes with average enrollment of 20

OR

Break-even can be computed more on a per-student basis.

Variable costs per 3-hour course:	$ 702 (see above)
Minimum students required to meet course costs (Each student generates $136.05 income, at $12.50 per credit hour tuition and $32.85 state aid per credit hour):	5.2 students

OASES can generate income to meet its overhead costs with enrollment of 6 or more students in any given 3-credit hour course.

On this basis, it would need 291 students during the 9-month period above the minimum of 5.2 students per course (fixed costs divided by $136.05) to meet fixed costs.

SUPERVISORS' RESPONSE TO EVALUATORS' CRITERIA FOR EFFECTIVE JOINT PROGRAMMING

The following criteria are those established by the first year evaluators, Barbara F. Weaver, Regional Administrator of the Central Massachusetts Regional Library System, and Dr. James L. Wattenbarger, Director of the Institute for Higher Education of the University of Florida. These criteria are considered basic for replication of joint programming efforts.

Immediate supervisors to the OASES Director (one supervisor from the college and one from the library) were asked the following questions in regard to each criterion:

1. Is the criterion in effect?
2. If you believe it is in effect, describe how you see it in operation.
3. What might be done to increase the joint programming effectiveness based on this criterion?

Each numbered answer corresponds to the respective question listed above.

Criterion A: The cooperating agencies must first identify common roles and/or goals.

Library	College
1. "Partially - less so now than when project began."	1. "Some are common and some are unique to each agency."
2. "If done fully then budget & annual planning would be easier; decision making would be simpler and joint decisions made would be binding at the time rather than subject to multiple reviews and changes without consultation."	2. "Written objectives are usually common; others are in force and are usually unique to each sponsoring agency."
3. "Full set of goals, roles and objectives for OASES would partially set the parameters for the programming thrust, leave mainly areas for new exploration as major points to be developed."	3. "In some instances nothing; in others dedication to the 'joint project' venture."

Criterion B: The advantages of joint operations on a project should outweigh any advantages of single operations by one agency.

	Library	College
1.	"Yes."	"Generally this is true."
2.	"More accessible to target population; library is able to provide community-based and relevant education at less cost than if doing on its own; college has many cost advantages in arrangement and is actually making a profit on the arrangement (see the cost-effectiveness model)."	"Sharing of resources; more attractive to funding sources."
3.	"Better sharing of common type resources; more and more varied human resources and physical resources than as a single-agency project; better community visibility; more appealing to other commununity agencies as a project with which to cooperate; needs of target population met more widely and completely."	"Rather than share responsibilities, assign those tasks and duties to the agency or personnel most capable of doing them."

Criterion C: A thorough study should identify the needs of the community served by the two (or more) organizations, with particular attention focused on current needs and areas of inadequate or non-existent services.

	Library	College
1.	"Yes."	"I agree basically."
2.	"Annual update of needs analysis; re-establish the validity of previously identified long-range community needs and identify new short-range needs."	"A very large percentage of the total offerings has been based on needs assessment."
3.	"Joint sophistication of the needs analysis process; more involvement of the resources of the partner agencies in the process."	"I think there comes a time, in the study of a community, that enough is known that the percentage of offerings be lessened that are based on an on-going assessment."

Criterion D: There must be clear, overt and active support from the chief administrator of each participating organization not only of the goals of the project but also for the avenues of joint operation of the project.

Library	College
1. "Partially."	1. "Yes, I think this is totally true."
2. No comment	2. "A commitment of funding to continue the program is probably the greatest evidence. Lip service does very little good for anyone."
3. "Chief administrators need to be involved in regular review meetings of the project - TOGETHER - with project and related staff members."	3. "The total budget to operate the project should be equally shared if there is in actuality a joint partnership."

Criterion E: There must be a change agent introduced into the situation which will enable the cooperating organizations to unfreeze existing procedures. Such a change agent includes a special allocation of funds whether they come from existing resources or from new resources. A part of this also must be the commitment to reallocate resources for continuation of viable projects.

Library	College
1. "Partially - funds have been reasonably 'unfrozen'."	1. "This is only partially true."
2. No comment	2. "The college has funded the greater portion of hard cash for program support."
3. "Especially the college, and to some extent the library, still need to be careful of applying rules they have for 'regular' institutional situations that may not be reasonable at OASES and might even damage the effectiveness of OASES if applied - an example is the enrollment regulations of the college."	3. "Clear cut, definitive assignments for each agency and funding responsibilities for each."

Criterion F: Define target groups clearly and specifically so that progress can be adequately demonstrated.

Library	College
1. "It has been up to this point in time."	1. "Some have been; some have not."
2. "Target group has been the service area of the Capitol Hill Branch Library, as defined in the FIPSE grant proposal and other documents; such definition makes needs analysis simpler and more focused and makes setting of operational objectives simpler and more realistic."	2. "Senior citizens in long term care facilities, Native Americans and Hispanics have been identified well but there are many others not."
3. "College accept library definitions of service areas. Enlist more help from cooperating agencies outside the partner institutions in doing faster and more frequent needs assessments. Take more advantage of community advisory groups."	3. "Concert efforts at this point to identify those groups and place resources toward meeting their needs."

Criterion G: The target community should be actively involved in planning from the beginning.

Library	College
1. "Partially - more at project beginning than now."	1. "This has not been done."
2. "Learner recruitment from community representatives; assistance in community needs assessment; assistance in evaluation of value, directions and progress of programs."	2. No comment
3. "Need to involve community more in these activities."	3. "Not enough input from the grass-roots people into the program via advisory councils and other means."

Criterion H: The organizations need to understand and accept the need to modify existing procedures.

Library	College
1. "Partially."	1. "Most procedures have been modified; others haven't."
2. "See response to 'E'."	2. "Enrollment modified; financial aids assistance modified; student support services have been modified."
3. No comment	3. "Increase student support services."

Criterion I: Procedures for careful and coordinated communications among the staffs of both organizations must be established.

Library	College
1. "Partially - only regular communications of any sort is between two persons from college and library directly responsible for OASES."	1. "No."
2. No comment	2. No comment
3. "Administrators should meet at least twice per year. Staff from both institutions working directly with OASES should meet on a regular basis at least once per month."	3. "No one beyond those directly involved with the OASES project has even attempted to communicate and I doubt if they will."

Criterion J: There needs to be clear definition of decision making responsibilities at all levels.

Library	College
1. "To some extent."	1. "I think this is pretty clear."
2. No comment	2. "The board establishes policy and various persons, by job description, administer those policies by operational procedures."
3. No comment	3. "Adherence to and respect for all agencies involved."

Criterion K: Formative evaluation techniques need to be developed from the beginning.

Library	College
1. "Yes."	1. "I think they have been; I really don't understand the question."
2. "As it has already been working."	2. No comment
3. "Provides clear information for planning."	3. "The word 'formative' doesn't fit here. Evaluation techniques for positive improvement of the project needs to be used whenever identified."

Criterion L: Adequate time and commitment must be devoted to a planning process that involves all who will be affected by the results of that planning.

Library	College
1. "No."	1. "Doesn't happen; I don't believe they really meant 'all'."
2. No comment	2. No comment
3. "All affected were not involved in 1978-79 planning as much as should have been."	3. "Principle parties need to be involved but certainly not all."

Criterion M: Some mutually agreed-upon plan for financial support needs to be developed and clarified in advance.

Library	College
1. "Not really - there was for project grant period."	1. "Not done."
2. No comment	2. No comment
3. "Use cost-effectiveness model as one basic approach."	3. "Need to be."

RESULTS OF "SURVEY FOR LIBRARY USERS"

Questionnaires were distributed to 200 library users. Of the 178 responses, 83% of the participants were interested in programs offered in the library. The same percentage was represented in college credit courses being offered in the library. The first ten course offerings chosen are listed in order of interest:

1. math
2. films
3. creative writing
4. media communications
5. English
6. career counseling
7. consumer education
8. crafts
9. reading
10. legal rights

The other courses were chosen in the following order: real estate, first aid, seminars, interpersonal communications, metric system, G.E.D. Some areas may need possible clarifications to what course content would be involved, but most of them were fairly simple as stated. I would recommend that there would be some technique used to keep file of these participants for possible programming. There names could be included on mailing list of the OASES Center. Possibly some trial programs could be offered in some of the high interest areas such as math or possibly some film programs or any other areas. The need for programming appears so great that most of the programs should go over quite well.

I would recommend the community contact list be used to continue communication for joint agency projects. Most of the advisory committee members are associated with some community group or agency and could be the link between the library and community programming.

The survey also reveals evenings as the best time for programming with Tuesdays & Mondays first two choices of days. Some of the library users suggested other topics of interest. Those were: sports, black awareness, dancing, creative arts, painting, drawing, university recruiting programs, personal business management, mass media, data processing, computer programming, research techniques, modern day films, religion, speed reading, history, typing, architect. The survey form used is attached. The breakdown of responses to programs is included also.

SURVEY FOR LIBRARY USERS

TOTAL # OF RESPONSES = 178
OUT OF 200 ISSUED

The Ralph Ellison Library and OASES (Open Access, Satellite Education Services) are planning activities to be offered in the library. By completing the following questionnaire, you will allow us to design our classes and activities around your needs and desires. Thank you for your assistance.

* * * * * * * * * * *

1. How often do you use this library? _____

2. Would you attend any of the following programs if offered at this library?

☐ Yes ☐ No

If yes, check the type of programs you would like to see offered:

3rd ☐ creative writing - 108 (61%)
18th ☐ G.E.D. - 50 (28%)
13th ☐ seminars - 66 (37%)
17th ☐ wills & estates - 57 (32%)
7th ☐ consumer education - 79 (44%)
2nd ☐ films - 119 (67%)
6th ☐ career counseling - 80 (45%)
10th ☐ your legal rights - 70 (39%)
8th ☐ crafts - 76 (43%)
others _____
_____
_____

3. Do you belong to any organizations that might use the library for programs?

☐ Yes . . . Name of organization: _____
☐ No

1. Urban League Media Center
2. Alpha Kappa Alpha Sorority
3. National Business League
4. Fifth St. Church Jr. Mission
5. Fairview Church Christian Education

4. Would you be interested in college credit courses offered in this library?

☐ Yes ☐ No

If yes, please check the type of programs you would like to see offered:

1st ☐ math - 128 (72%)
5th ☐ English - 88 (49%)
12th ☐ first aid - 67 (38%)
16th ☐ metric system - 60 (34%)
4th ☐ media communications - 90 (51%)
11th ☐ real estate - 69 (39%)
9th ☐ reading - (39%)
14th ☐ small business management - 64 (36%)
15th ☐ interpersonal communications - 63 (35%)
☐ others Included in summary
_____
_____
_____

5. Check the best times for you to attend classes:

☐ morning ☒ SECOND CHOICE afternoon ☒ BEST TIME evening ☐ any time

6. Check the best days for you to attend classes:

☒ FIRST Monday ☒ SECOND Tuesday ☐ Wednesday ☒ THIRD Thursday ☐ Friday ☐ Saturday

7. Please list any additional classes, programs, films, or topics you would be interested in:

INCLUDED IN SUMMARY

8. If you would like to receive information about course offerings, please fill in the following:

Name: _____ Address: _____

Phone: (work) _____ (home) _____

RALPH ELLISON AREA COURSES

Home Repair Workshop

Reading Class

Creative Writing Class

Human Sexuality Lecture

Human Sexuality Class

Home Repair Workshop

Math for G.E.D. Preparation

Political Education Class

"Roots" Film Series

Cardiopulmonary Resuscitation Seminar

Solar Energy Workshop

Exercise Class

Creative Writing Part II

II. I.

Ms. Sandy Ingraham
OASES Director
334 SW 26th Street
Oklahoma City, OK 73109

Dear Ms. Ingraham:

During the past eighteen months, I have observed the goals, processes, and outcomes of OASES as illustrated by Ms. April Lynn Haulman and the senior citizens. It is clear that OASES is guiding these persons in meaningful interactions that result in rewarding life experiences.

As an "observer" then, I support and endorse OASES as a viable agency for Lifelong Learning. The services of OASES must continue.

Yours for service,

Ernest Edward Ramirez
Doctoral Student
College of Education
The University of Oklahoma

Sandy Ingraham

Director of OASES

Capitol Hill Library

I am writing this letter in regard to my opinion of OASES. At first, I had no idea what OASES was. Then, by watching and listening, I began to understand. I asked questions of my art, which I hope to make a career of. Everybody at OASES was cooperative, even if they were busy. The people need OASES. I have received a Basic Grant to attend SOCJC next fall. If OASES was not present, it would not have been possible. Everybody who attends OASES is a different person. They are all intent on learning to get somewhere in life. Vo-tec, Re-hab, none of these have even come close to what OASES has done for me. It has given me new hope and most of all; being someone and going somewhere. Everybody at OASES are on the same level which elsewhere is usually very rare. I hope this letter will explain my views to where they are understandable. Thanks for taking the time to read this.

Walter Whalin

(Transcript of holographic original)

SENIOR CITIZENS "CREATIVE WRITING"

The Seniors Citizens "Creative Writing" class through South Oklahoma City Junior College was great!! Both the men and women were so responsive in discussion and working out our various activities. The class was so exciting for me as I "almost" adopted me some grandparents!!

Our "Creative Writing" course covered many phases of writing. With each new phase or area of writing, I would usually distribute a handout explaining the new area for discussion and writing. Some of the areas covered dealt with, first of all, a writing exercise emphasizing "Sensory Writing." The class was to adequately and completely describe things concentrating on <u>each</u> sense separately. Following the "Sensory Writing," we moved into the "Usage of Details" which proved great! The handout preceding the work discussed the usefulness and distinctiveness of details and then the handout contained a picture of a plain frame house. Knowing that we are all not artists, I simply asked the class to <u>list</u> the details that would change the plain house into a "nice home." The class listed changes and additions so quickly that I could barely write fast enough to keep up with their suggestions. Then I took these suggestions back to Moore High School (where I teach Jr. and Sr. English fulltime) and asked one of my more "artistic" students to sketch our new "nice home." The results were fantastic!! The next class session I distributed copies of their "suggested nice home" and the picture was received with gasps of admiration and an outburst of applause. They won my heart!!

Then after our discussion of details, we worked with "Character Sketches" describing the internal <u>and</u> external appearances of persons. Our next activity dealt with "The Five Basic Conflists" (Man vs. Man, Man vs. Nature, etc.); all of which was building up to the writing of a short story as we had discussed descriptive, detailed characters, and action in the form of conflicts. Then I ended our short story emphasis with a handout concerning the "Usage of Dialogue" and then read to the class a few examples of what we considered "Good Short Stories."

As time was running out on our remaining sessions, we briefly discussed "PLay Writing" as simply being an off-take of short story writing but with more of a concentration on dialogue and action. Our last session

summarized the various elements and techniques of writing covered previously and ended with a quite humorous handout concerning the "Distortions of the English Language." We, of course, had to take a few pictures and say a few sad goodbyes before our "Creative Writing" session ended!!

In conclusion, I would, tomorrow, if so asked, teach a course of this nature again. The people were great and so appreciative of the information we shared, and I, myself, profited in countless ways. I would definitely like to see a class of this type pepeated and even, if possible, a "Creative Writing -- Part II" -- could so easily and beneficially be worked up as we could continue a "perfecting" of our short story writing and spend more time in the development of play writing, and even get into poetry, upon which our class never touched! The class has so many possibilities for future instruction, and I just loved my experiences with my Senior Citizens in our "Creative Writing" class.

Juanita Wittrock

Juanita Wittrock
Moore High School -- English

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73019

College of Education

May 3, 1978

Ms. Sandy Ingraham
OASES Center
334 S.W. 26th
Oklahoma City, OK 73019

Dear Sandy:

This letter is long overdue, but, I hope you will accept it in the spirit in which it is written. During my last three years in Oklahoma, I have had the opportunity to visit a number of Adult Education Centers. I must admit that your Center is one of the finest I have encountered. Your diversity of clientele and the feeling of the people attending your classes is heartening.

I have had over fourteen years of experience in Adult Education; in that time I have rarely been more impressed by a program. You do an amazing job with inadequate staff and resources.

Keep up the good work!

Sincerely,

Lloyd Korhonen
Associate Dean

LK:gr

COMMUNITY ACTION PROGRAM OF
OKLAHOMA CITY AND COUNTY, INC.

CAP

219 WEST PARK AVENUE
OKLAHOMA CITY, OKLAHOMA 73102
272-9311

May 22, 1978

LETTER OF INTENT

Each year Oklahoma City and County Head Start serves approximately 800 low-income children. In addition to working with the pre-school child, Head Start also assist the total family in its own efforts to improve the condition and quality of family life. Head Start perceive parents as prime educators of their children; therefore, parents are encouraged to become involved in a variety of experiences, some of which include the development of parenting skills, self confidence and a sense of independence.

In an effort to accomplish some of the above, Head Start staff will survey parents at the beginning of the 78-79 school year, using the tool developed by (OASES), to identify parents training need and/or interest. This will be done with the intent of involving parents with the Open Access, Satellite Education Services (OASES) which was designed to provide an innovative approach to adult education.

Ivonne Harwell,
Social Serv. Specialist
OKC. Head Start

Vivian Jones
Parent Organization Specialist
OKC. Head Start

Sheila Foster
Director
Reding Senior Center
1000 S. W. 38th
Oklahoma City, Ok.
73109

May 25, 1978

Dr. Dale Gibson
President
South Okla. City Junior College
7777 S. May Ave.
Oklahoma City, Ok.

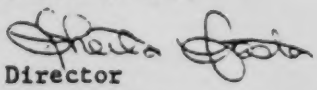
Dear Dr. Gibson:

This letter is in support of the Grant for Continuing Education for the Elderly being purposed by the OASES Program. As Director of the Salvation Army Reding Senior Center I have been able to utilize the OASES Program as an active portion of our Continuing Education component. They have enabled us to offer quality educational services that we would not have been able to offer otherwise. Also, because our participants are Elderly, transportation is a problem for them. By offering the courses here at the Center, they are able to attend when they wouldn't otherwise be able to.

In my contact with the OASES Program, the thing that has impressed me most is the excellent quality of the instructors. They have been very well qualified and their personalities have added a new dimension to our program. Our participants have been very fortunate to have the opportunity to learn under these instructors.

Of the various aspects of our program, the Continuing Education component of service is one of the most important. The mind of the Senior Citizen is oftentimes allowed to become dormant and I feel that is a great waste. Thank you for your support of this Program which enables us to keep the educational process flowing through the Elderly participant.

Sheila Foster



Director
Reding Senior Center.

NEIGHBORHOOD SERVICES ORGANIZATION
INCORPORATED

TELEPHONE (405) 236-0413
1303 NORTH BROADWAY
OKLAHOMA CITY, OKLA. 73103
A UNITED WAY AGENCY

A PROJECT RELATED TO THE BOARD OF GLOBAL MINISTRIES OF THE UNITED METHODIST CHURCH

May 31, 1978

Mr. Robert Clark, Jr., Director
Okla. Department of Libraries
200 N.W. 18th Street
Oklahoma City, Oklahoma
73105

Dear Mr. Clark:

I was pleased to receive your letter of May 23, in reply to my letter. As I previously stated I was aware of the Libraries Conference Committee attempting to select delegates which represented all the different groups in Oklahoma. The fact that Hispanics were not equally represented is not, I believe, a direct oversite, but a combination of Hispanics new in-migration and the low profile of our population in the communities.

As you requested in your letter, I would like to direct you to two organizations which have statewide services and could more accurately recruit representatives from the areas of your proposed regional follow-up meetings. First, the Governors Advisory Council on Spanish American Relationships, 5500 North Western, Oklahoma City, Oklahoma, 73118. Secondly, O.R.O. Development Corporation, 519 N.W. 12th, Box 60126, Oklahoma City, Oklahoma, 73106. I would also like to suggest you contact two Oklahoma City organizations for representatives from this local area, OASIS Center, Capitol Hill Branch Library, which offers adult education courses for Hispanics. The Mexican-American Culture Center at 421 S.W. 26th which offers bilingual services to Hispanics.

OFFICERS
Panthea Freeman, President
Leslie Brown, Vice President
Bishop Fred W. Putnam
[illegible]
[illegible]retary

DIRECTORS
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Rev. Paul D. Bowles
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Rev. Louis Scagnelli
Carrie Scott
Rev. Stan Smucker
Bruce Thompson
David E. Wakefield

EX-OFFICIO
Rev. Orra G. Compton
Ann Needham
Peggy Johnston
Lorraine Rapp
Dr. De L. Hinckley
Lloyd [illegible]

I want to thank you for your sincere interest in seeking out our Hispanic population and including them in your planning and development of library services for Oklahoma. Our people have tremendous needs and it is only through the cooperation and sensitivity of agencies and its directors that we will begin to participate and actively become part of our states growth.

Again, if I can continue to help in any way please feel free to contact me.

Sincerely,

Marcus D. Salazar

Marcus D. Salazar
Riverside Project Director
for Neighborhood Services
Organization.

VISITING NURSE ASSOCIATION
3909 N. TULSA
OKLAHOMA CITY, OKLA. 73112

May 26, 1978

Dr. Dale Gibson, President
South Oklahoma City Junior College
7777 S. May Avenue
Oklahoma City, Okla. 73159

Dear Dr. Gibson:

During this past year many residents of the Andrews Square Community have been the pleased recipients of numerous programs through the College and through Open Access Satellite Education Services (OASES).

Research in Gerontology bears out the theme that Continuing Education for the Elderly can be a critical factor in successful aging. Here at Andrews Square we have a commitment to both mental and physical well-being. This letter is to commend you, your staff and any others who have involved themselves in providing these services to the elderly.

Comments from our residents continue to be heard -- about the Health Class: "I learned to take my blood pressure and know how high was too high and when to be concerned." About Drama: "I was told I couldn't stand up in front of a group but I found that I could." About Oil Painting: "Money couldn't buy what I've learned." About Yoga: "We need that class, because we need to exercise even at our age (87). It has almost totally corrected my elimination problems." Ballroom Dancing: "Very satisfactory, stimulated my interest in dancing. Metric System: "I think everybody should learn it so that we'll know it when the time comes."

Anything I personally might add would be redundant! I hope to continue the coming year working with Sandy Ingraham and the OASES staff in these types of programs to enrich the lives of the elderly in this comminity. Again thank you so very much.

Very truly yours,

Dorothy C. Otto

Dorothy C. Otto
Activities Director

June 5, 1978

Rita McNeal
OASIS Center
334 SW 26th
Oklahoma City, Oklahoma 73109

Dear Rita,

I, first, want to express my gratitude for allowing me to teach a reading class for the OASIS Center. I thoroughly enjoyed working with the OASIS Staff and the staff at the Park Estates Senior Citizen Center.

I feel the OASIS courses offered to the underserved senior citizens of Oklahoma City are excellent. These courses not only provide information, but they also provide a challenge and motivation to learn something new. I feel the class participants need the close contact with other adults that they receive in each class situation. I especially hope that the class members benefited from the reading material that I presented during the six weeks course.

I would love to teach another reading class for the OASIS Center if the need arises again.

Thank you,

Pamela K. Ross

Pamela K. Ross

LITTLE FLOWER CHURCH

CARMELITE FATHERS

1125 South Walker Avenue
P. O. Box 26127

Oklahoma City, Ok. 73126
Tel. 235-2037

June 7th, 1978

Miss Sandy Ingraham,
334 S.W. 26th Street,
Oklahoma City, OK 73109

Dear Miss Ingraham:

I would like to express to you and to all the staff members of the Oases program my deep and sincere appreciation of all the good work that is being accomplished under your supervision here in Oklahoma City - especially in the South part of town.

Without doubt, the efforts of this worthwhile program has produced marked results toward the betterment of our adult population in various fields. You have greatly assisted the Senior Citizens in basic adult education, Spanish conversational skills, and in leisure and recreational activities, etc. "Los Viejitos", or our Hispanic Senior Citizens Group, seems to have come to life with enthusiasm and a sense of neighborliness because of the dedicated work of Miss April Haulman in their midst.

Indeed, I hope and pray that the work of Oases will continue in Oklahoma City for many years to come.

Sincerely,

Pastor of The Little Flower Church

June 8,1978

Sandy Ingraham
Director of OASES
334 SW 26
Oklahoma City, OK
73109

Dear Sandy:

I would like to express my appreciation to you and your staff for the excellent job you did in the field of Adult Education.

The value of a community based educational center is of utmost importance in this day and time which we live. We have so many adults who for some reason or another have had their education disrupted and the program you had at the OASES gives the adult population an opportunity to continue their education.

We here at the center appreciate your cooperation and the excellent program you had. We will be most happy to work with you in the future.

Sincerely,

Merle K Chapman

Merle K. Chapman
Coordinator, Adult Education
Oklahoma City Public Schools

ADULT EDUCATION CENTER / 715 NORTH WALKER / OKLAHOMA CITY, OKLAHOMA 73102 / PHONE (405) 232-5273

445 S.E. 45th St.
Oklahoma City, Ok.
June 9, 1978

Ms. Sandy Ingraham
Director of Oasis
334 S.W. 26th

Ms. Sandy Ingraham

I just wanted to write to tell you how much I appreciate the opportunity of studing for my GED. I only wish the course had been longer.

Also, I wanted to tell you how great our teacher Cathy White was. We couldn't have asked for anyone that would have shown more interest or given us more encouragement. I could hardly wait for the class each week.

I only hope these courses will continue so that others can have a chance to get the education they missed.

If it is possible I will be taking more courses this fall at SOCJC. I have looked at courses offered and there are quite a few I am interested in.

Sincerely yours
Gloria Davis
Gloria Davis

The City of Oklahoma City
Planning Department
315 N. Hudson, 3rd Floor
Tel: (405) 231-2511
Oklahoma City, OK 73102

June 9, 1978

Ms. Sandy Ingraham
OASES
334 S.W. 26 Street
Oklahoma City, Ok 73109

Dear Sandy:

I am more than happy for this opportunity to express my support for OASES. My personal involvement with OASES has been an experience in community education that I will not soon forget. As an instructor I have been associated with, and learned from, a wide variety of persons actively involved in community affairs, including Community Action volunteers, neighborhood association members, and others. The dialogue created in those classes helped me in my professional role of urban planner.

My interaction with OASES as an urban planner has also been positive. Although our mutual goal of rehabilitating Lee School for use as a community education center has not yet been accomplished, some useful program coordination has occurred between the consortium members. I am very pleased to hear that you will be refunded next year. If I may help you in any capacity, please let me know.

Sincerely,

L. Edwin McGee

L. Edwin McGee,
Associate Planner,
City of Oklahoma City

CITY/COUNTY SENIOR CITIZENS CENTER
12000 Adair
Spencer, Okla 73084
769-3163

June 9, 1978

Miss Rita McNeal
South Oklahoma City Jr. College
7777 South May
Oklahoma City, Okla. 73159

Dear Miss McNeal:

We all enjoyed the Political Education Class which was held here at the City/County Senior Center. The Class was very helpful. The Seniors are now better aquainted with many areas of the Political World.

We hope these classes will continue. We are interested in knowing if we could get an exercise class started at the City/County Senior Center, if so, please contact me and we will get the classes set up imediately.

Again Thank You and all the beautiful people that are making these classes possible.

Yours truely,

Juanita Davis

Juanita Davis, Coordinator
City/County Senior Center

jd/mgl

ORO Development Corporation

ADMINISTRATION
PLAZA COURT
SUITE 221
1100 CLASSEN DR.
P.O. BOX 60126
OKLAHOMA CITY, OKLA. 73106
PHONE 405-272-0396

June 13, 1978

Sandy Ingraham, Director
OASES
334 S.W. 26th
Oklahoma City, Oklahoma

Dear Mr. Ingraham:

I would like to take this opportunity to thank you for the service that you have rendered our program and our participants throughout the past year.

There are few educational programs which directly impact lower income citizens, those who need your services most, the way that your program does. Your unique community based concept makes OASES a positive educational force in our community and provides a resource that we, as a social service agency, rely on to assist our clients.

We look forward to continued coordination between our programs and would like to thank you again for you past support.

Sincerely,

Jose A. Gomez
Executive Director

JG:rfd

COMMUNITY ACTION PROGRAM OF
OKLAHOMA CITY AND COUNTY, INC.

CAP

219 WEST PARK AVENUE
OKLAHOMA CITY, OKLAHOMA 73102
272-9311

June 14, 1978

Ms. Sandy Ingraham, Director
Open Access Satellite Education Services
Capitol Hill Branch Library
334 S.W. 26th Street
Oklahoma City, Oklahoma 73109

Dear Ms. Ingraham:

I would like to take this opportunity to commend you and the OASES program for your outstanding efforts in community education. As program operators and advocates of low-income people we are always pleased when an organization such as OASES benefits the people we serve. The OASES program through its innovative, community-based approach offers an educational alternative that meets the needs of the poor, minority and aged residents of our community. By meeting with groups of people and designing educational opportunities specifically for them and providing continuing access to the programs, OASES has shown that alternatives in educational programming are needed and do indeed work. Too often, the conventional approaches to "higher" education are limited in scope and do not reach out and seek the people most in need of education. The OASES program reaches these people. The programs in which we have worked with you have been highly successful. The "Activated Patient" course and the "How to Work Through City Government" were particularly noteworthy.

Again, let me express our support for the OASES program and our hope that OASES always remains, a "community" program.

Sincerely,

Stan McGehee

Stan McGehee
Executive Director

SMcG:JJ

June 15, 1978

Sandy Ingram
Director
OASES
334 S.W. 26th
Oklahoma City, OK 73109

Dear Ms. Ingram:

It is a pleasure for me to write to you, with much respect, expressing my experiences with this Center and at the same time thanking you for all the help that I am receiving from all of you.

As soon as I arrived from Perú (4-77), this Center was one of the first who opened the doors and offered help; which had a big influence in the progress of my studies and work.

I am very happy, and really do not know how to thank you for everything. I would like to take this opportunity in congratulating you for taking this Center forward, which I consider a big help to the public, especially to the persons who wish to study.

Also, I am proud to have known Ms. April Haulman, Program Assistant, who is one of the persons that works with you and did everything that was possible so that I could continue my studies. I would like to say that I was very surprised at her sincere help and personality. At the present time, she is my younger sister's English teacher, and we consider this help very valuable to us.

Ed Cunliff, Counselor of this Center, is a very kind person, actually he is helping by advising and guiding me in my studies and he endeavors to help in any way possible in the progress of the students.

Once again, I would like to thank you and all the employees that work with you for your enthusiasm and endeavored dedication in trying to help people. I know that I am not the only one who thinks in this way; but one of many students that is very thankful.

Sincerely,

Gladys Tapia

Gladys Tapia

15 de junio de 1978

Srta. Sandy Ingram
Directora
Centro de OASES
334 S.W. 26th
Oklahoma City, OK 73109

Estimada Srta. Ingram:

Es un placer para mi el escribirle con mucho respeto expresandole las experiencias que he tenido con este Centro OASES y a la misma vez agradeciendole por toda la ayuda que estoy recibiendo de Uds.

Tan pronto como llegué del Perú (4-77), este Centro fue uno de los que me abrió las puertas y me brindó ayuda; lo cual esta influyendo en el avance de mi estudio y trabajo.

Estoy muy contenta y realmente no se como agradecerle por todo. Así mismo me gustaría tomar esta oportunidad para felicitarle por llevar este Centro adelante el cual brinda mucha ayuda al público, especialmente a aquellas personas que desean estudiar.

También tuve el orgullo de haber conocido a la señorita April Haulman, Asistente de Programa, quien es una de las personas que trabaja con Ud. y que hizo todo lo posible para que yo continue mis estudios adelante, quisiera decirle que estoy bastante admirada por su sincera ayuda y gran personalidad lo cual la distingue mucho. Actualmente ella es profesora de las clases de Inglés de mi hermana menor. Esta ayuda que estamos recibiendo es algo muy valioso para nosotros.

Ed Cunliff, Consejero de este Centro, es una persona muy amable quien me está ayudando mucho ahora dandome consejos y orientandome en mis estudios. El es una persona que se esmera mucho por ver el progreso de los estudiantes.

Quisiera agradecer y felicitar una vez mas a Ud. y a los empleados que trabajan con Ud. por su entusiasmo y esmera dedicación para ayudar a las personas. Se que no soy la única que piensa de este modo; sino una de los muchísimos que le está agradecida.

Sinceramente,

Gladys Tapia

Gladys Tapia

Cathy White
1818 N.W. 12
Oklahoma City, OK 73106

June 15, 1978

Sandy Ingraham, Director
OASES Center
334 S.W. 26
Oklahoma City, OK 73109

Dear Sandy:

I would like to take this opportunity to thank you for making the GED classes I have taught available to the Capitol Hill Community. Classes similar to these are desperately needed in all parts of the city. People need to know that competency based education works and is valid. We have done this in the Capitol Hill area. Many of our students have completed our course and moved on to the college campus. This would not have been possible if agencies and programs such as OASES were not community oriented.

I hope these classes and others like them have been planned for the future.

Sincerely,

Cathy White

Cathy White
GED Instructor

OKLAHOMA LEAGUE FOR THE BLIND

Thomas Ben Davis
Director of Rehabilitation Services

June 16, 1978

Ms. Sandy Ingraham, Director
OASES
334 Southwest 26th
Oklahoma City, OK 73109

Dear Ms. Ingraham:

Please let this letter serve as an expression of gratitude for the many services the OASES organization has performed for the Oklahoma League for the Blind.

The bilingual translation service offered by OASES has, many times, been an extremely valuable communications link between the League's staff and non-English speaking employees and their relatives.

Additionally, the goals of the "Survival English" classes, offered by OASES, are to be commended. These classes help a non-English speaking person expand his horizons of understanding and lower interpersonal communication barriers so that he or she is able to function better in an English speaking community.

In the future, the League stands ready to be of service to the OASES organization. If we may assist you in any manner, please don't hesitate to call.

Again, thank you.

Sincerely yours,

T. Ben Davis

T. Ben Davis, Director
Rehabilitation Services
OKLAHOMA LEAGUE FOR THE BLIND

TBD/sa

501 N. Douglas Avenue *Oklahoma City, Oklahoma 73106* *Telephone (405) 232-4644*

A Nonprofit Corporation—Founded November 30, 1949

The Salvation Army Senior Centers

ADMINISTRATIVE OFFICES
316 S.W. 5th.
P.O. BOX 25516
OKLAHOMA CITY, OKLA. 73125

PHONE 236-1943
EILEEN WAKEFIELD
EXECUTIVE DIRECTOR

June 19, 1978

Dear O A S I S;

This letter is to request 1978-1979 continuation of support of April Holman to give assistance to The Salvation Army Senior Citizen Project for the Spanish Speaking.

The Oklahoma City, Spanish Speaking elderly meet each Thursday-September thru May under the direction of Ms. Anita Martinez.

Ms. April Holman has been most helpful in the interpretation of resources available, in Adult Education classes and Spanish educational movies provided through the OASIS program.

Thank You for Your
Consideration.

Anita Martinez
Eileen Wakefield

OPEN TO THE RETIREMENT AGE PUBLIC
THE SALVATION ARMY
sponsor

Jan Vaught
4721 Crest Place
Del City, OK 73117

June 21, 1978

Sandy Ingraham, Director
OASES Center
334 S.W. 26
Okla. City, OK 73109

Dear Sandy:

It has been my pleasure to work as reading adjunct professor at OASES for the past year. As such, I have had a chance to observe closely this project. Although initially I believed the project was a good idea, I have since become a true convert to the goals of community-based education. Too often adult education has made little concession for those who begin with a handicap, whether that handicap be cultural, racial, educational, or financial. There has been too much emphasis on quantity and not quality of education. My experience with adults has been that they cannot be "herded" into any mass educational program successfully, but they need rather an individual one built upon their needs and desires. The OASES project has, I believe incorporated both the highlights of an individual program and great quality of instruction. These people truly care! It comes across in all their interpersonal relationships.

The learning atmosphere is relaxed and informal. There is little academic pressure. Each person achieves what he wants to achieve. He competes only with himself. Therefore his success ratio is high and his self-concept improves immensely. I have watched with great satisfaction the progress of my reading students and the blossoming of their abilities and dreams as a result of watching their success in reading. Their desire for self improvement increases. A program that can foster such desires in any person should be heartily applauded and fully commended as being worthy of continuance.

Most sincerely,

Jan Vaught

Jan Vaught

NEIGHBORHOOD SERVICES ORGANIZATION
INCORPORATED

TELEPHONE (405) 236-0413
1303 NORTH BROADWAY
OKLAHOMA CITY, OKLA. 73103
A UNITED WAY AGENCY

A PROJECT RELATED TO THE BOARD OF GLOBAL MINISTRIES OF THE UNITED METHODIST CHURCH

June 28, 1978

Ms. Sandy Ingraham, Director
OASES
Capitol Hill Library
334 SW 26
Oklahoma City, Oklahoma 73109

Dear Sandy,

I want to take this opportunity to express my interest and support of the OASES Program and the services you and your staff have offered to the people whom I care about and work with in Riverside.

I am aware that this is a critical time for OASES, new funding, program evaluation and implementing new directions. However, I want to draw special attention to the continued need of listening to the expressed concerns of the people you serve and responding with programs which meet these requests.

The Hispanic population of Riverside is indeed a special target population for educational services. This group can be profiled as young immigrated families or older adults who share a similar bond, community and spanish as the predominant language. This language barrier has in the past prevented many Hispanics an opportunity to attend educational institutions who lack a special emphasis on non-english speaking students. Likewise, this common need to communicate has developed a strong sense of culture and community between Hispanics in this area, restricting the participation of residents in educational institutions outside the community.

The OASES concept of offering specific courses for this population and in a location that is in the extended neighborhood has been one of the first attempts to hear and respond to the needs of our community. Responses from area residents concerning OASES have been supportive and have inspired in many an attitude of reviewing personal needs and seeking further programs.

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Dr. Lloyd A. Peters

Sam Bowman
Executive Director

I, personally, feel that OASES has attempted to address the single most important change in educational services to our residents, bringing the services to our people in our community. I want to express my support in seeking to continue this trend, and in fact offer an expanded curriculum basem on the expressed needs of the residents.

I will look forward to being an active member of our community in offering comment and support to OASES in the coming year.

Sincerely,

Marcus D. Salazar

MDS:jmr

Marcus D. Salazar
Project Director Riverside
Neighborhood Services Organization

South Oklahoma City
Junior College
7777 SO. MAY
OKLAHOMA CITY, OKLAHOMA
73159
A/C 405-682-1611

July 7, 1978

Rita McNeill
OASES
334 Southwest 26 Street
Oklahoma City, OK 73109

Dear Ms. McNeill:

This letter is written in order to recommend further funding through your agency for a political education course for senior citizens. As you are aware, I taught such a course this past spring and found it to be extremely worthwhile. Generally, the senior citizens were most attentive, interested in the course, and had a great deal to contribute. But most importantly, there was a very definite need for this class. Many of the people attending lacked important basic information on political matters--such things as where and how to register to vote, how to get rides to the polls, where to call with problems or complaints, etc. They also expressed a desire for information concerning candidates running for office.

For these reasons I would strongly recommend that this course be continued on a regular basis and perhaps greatly expanded. I will be moving to Houston and thus unable to teach it again, however, SOCJC has some excellent people capable of providing quality instruction. I would most definitely recommend Professors James Johnsen and Skip Kelly.

Sincerely,

Kevin E. Bailey

KEVIN E. BAILEY
Professor of Political Science

KEB:gc

1137 N.W. 34th
Oklahoma City, Oklahoma
July 10, 1978

Ms. Sandy Ingram
OASES
334 S.W. 26th
Oklahoma City, Oklahoma

Dear Ms. Ingram:

In co-teaching a class on assertiveness through OASES, I gained most positive impressions of the center. While students in this class did not seem likely to seek education on a college campus, they were eager to learn, supportive of one another, and capable of utilizing the material presented. When students posess these qualities, education becomes exciting and challanging for teachers as well as students. As an instructor at Oklahoma State University Technical Institute, I have come to value these qualities in students.

I strongly support the community-based education programs provided through OASES and the efforts of individuals who have made this possible.

Yours truly,

Sue Pryor

Sue Pryor
Instructor, Nurse Science
OSU Technical Institute

15400 South Meridian
Oklahoma City, OK 73173
16 July 78

Ms. Sandy Ingraham
Director, Oases Center
Capitol Hill Branch Library
334 SW 26th
Oklahoma City, Oklahoma 73109

Dear Ms. Ingraham,

I've meant to write for some time to tell you how much I appreciate Oases.

In June, I completed the second of two courses on Federal American Indian Policy, taught by the Cheyenne educator, Art Hill. With my non-existent background in American Indian history, culture, laws, etc., it was inevitable that I would hear and read a lot that I'd never heard or read before. But I was astonished even beyond that expectation by the inundation of complex regulations of which Indian leaders must be aware in order to protect their people in America. My grasp of them is rudimentary, if that, but my awareness and concern for Indians has heightened as a result of Art's skillful handling of his classes.

He didn't oppress non-Indians with America's past crimes but sought to educate us with respect to current dangers as well as enlighten us on cultural and ceremonial routines. I especially enjoyed his talks on religion and I hope you schedule courses in the future dealing specifically with religion.

Art brought in knowledgeable speakers who taught us about A.I.M., the Native American Church, Indian educational programs, etc. The more I think about his courses, the more I realize I learned and I feel so fortunate that Oases offered these courses and particularly fortunate that an American Indian who knows traditional Cheyenne ways as well as the contemporary maze was chosen by you to teach them.

Because of my work location and schedule, I would have been unable to take these courses if they were taught at one of the regular junior colleges so I am grateful that Oases is located where it is. As an aside, walking into libraries has always made me feel excited and good, so walking into a library for the extraordinary learning experience Art Hill provided made me feel three times as good. Having your Oases Center in the library was certainly a terrific idea!

I want to mention also that I appreciate the researching and counseling Ed Cunliff did with me as we discussed my future educational plans.

Thank you for starting Oases.

Best Wishes,

Suzanne Shultz

Suzanne Shultz

A. ADMINISTRATION

Persons surveyed in this classification include the chief administrators of both agencies, the vice presidents of all the departments at the college and the individuals with direct administrative responsibility to OASES within each agency. A total of 8 questionnaires were distributed in this category and 8 were returned.

PERCEPTION OF PRIMARY GOAL(S) OF OASES:

1. "To provide needed educational and other support services to the target population based on actual identified needs of the population."

2. "Meeting derived educational needs of persons in a specific target area (serving the underserved in the target area of this project including Native Americans, Mexican Americans, Sr. Citizens)."

3. "To develop a model program that affords area agencies to work together to meet the needs of a contained area of this community."

4. "Meet as many community identified needs as resources will allow that cannot be met on campus."

5. "To offer credit & non-credit programming to a designated community who otherwise would not take advantage of the educational opportunity."

6. "To serve the educational needs of the community as they are identified, using all means available, within policies and resources available."

7. "To develop a program of services for continuing education services to the unserved and underserved in the Capitol Hill area."

8. "To meet the formal and informal educational needs of a designated community population."

HAVE THESE BEEN ACCOMPLISHED?

1. "Yes."

2. "Yes."

3. "Yes. This program was so good that although the funds will be limited we will continue."

4. "Yes."

5. "Yes."

6. "Yes. Much has been accomplished."

7. "Yes. Rapport with community especially with minorities is excellent."

8. "Yes. The program has been responsive to the above."

PERCEPTION OF VALUE OF MAINTAINING OR CHANGING PRIMARY GOALS:

1. "See maintaining goals and objectives originally stated - they have served the project and the community well and are still valid."

2. "The underserved are still there. They need to be served."

3. No comment.

4. "Goal should be maintained to carry out part of the function of a community college."

5. "Meeting community needs."

6. "Changes made should reflect planning to more efficiently utilize resources and/or change in institutional policy."

7. "No need to change goals. Emphasize target groups."

8. "The primary goals should be retained for at least two more years to afford continuity and to develop a base."

WHO DO YOU SEE AS BEING RESPONSIBLE FOR MAKING POLICY DECISIONS AT OASES?

1. "Assigned administrators from the college and the library system."

2. "SOCJC & MLS - In cooperative discussions whenever possible. But both must operate within their particular constraints."

3. "Joint management team."

4. "Board of Regents - SOCJC."

5. "SOCJC President's Planning Council."

6. "SOCJC Board of Regents through the appropriate channels."

7. "Policy by SOCJC Management carried out by Director."

8. "The SOCJC administration probably bears the major responsibility."

WHO DO YOU SEE AS BEING RESPONSIBLE FOR MAKING OPERATIONAL DECISIONS AT OASES?

1. "Director of OASES."
2. No comment.
3. "Director of project along with supervisors."
4. "President - V.P. Instruction - Director Community Services - Director OASES."
5. "Director or Coordinator of program."
6. "Director of OASES; occasionally, the Dean of Community Service."
7. "Director of OASES."
8. "The Project Director."

ON A SCALE OF ZERO TO FIVE (ZERO BEING NEGATIVE) INDICATE YOUR PERCEPTIONS OF EACH AGENCY'S ADMINISTRATIVE COMMITMENT TO OASES:

	SOCJC	MLS
1.	4	4
2.	4	4
3.	4	4
4.	4	4
5.	5	DON'T KNOW
6.	5	5
7.	5	4
8.	4	5

CITE SPECIFIC ACTIONS TAKEN BY THE CHIEF ADMINISTRATORS WHICH INDICATE SUPPORT OR LACK OF SUPPORT FOR OASES:

1. "Mostly supportive - now have funded project almost at level it had during FIPSE grant period, earnestly planning to try to expand the project, have met several unexpected expenses during the grant period that were not covered by the grant; most staff at both institutions supportive of project. One negative aspect would appear to be a lack of willingness or ability of both institutions to reallocate existing resources from other projects into OASES."

2. "Increasing monetary & personnel support from SOCJC. Continued space, personnel support from MLS. MLS seeking additional grant support. SOCJC 'bending' calendar, grade reporting cycles to meet OASES' needs."

3. "To continue support of program plus additional financial support."

4. "Continuation of program by funding operation out of E&G resources."

5. No comment.

6. "Approved funding from E&G to continue program by SOCJC."

7. "(1) Meetings (2) Direct contact (3) Director a part of SOCJC Management."

8. "MLS has delegated extensive authority for OASES to Paul Little, Chief of Extension Services, and this has expedited the library system's role in decision making for OASES."

STRONG POINTS OF OASES:

1. "Community-based. Community involvement. Cost-effectivenes. Content based on meeting actual community needs. Flexibility and adaptability."

2. "Commitment to the objectives of the project."

3. "It is very active and respected because of results by the community it serves."

4. "Services to members of community that cannot come to our campus."

5. "The programs & activities."

6. "Community based location; acceptance of Higher Regents as a viable program; commitment to program by sponsoring agencies."

7. "(1) People contact (2) Bringing education programs to unserved (3) Vehicle for communications area of the community underserved."

8. "Development of courses based on basis of community needs assessment; staff responsiveness and willingness to experiment with new educational services; the beginnings of an improved counseling program."

WEAK POINTS OF OASES:

1. "Communications problems. Problems of welding two institutions into a cohesive management posture of such an innovative project. Susceptibility to pressures from so many and such varied sources."

2. "Somewhat of a tendency to try to become an independent operation."

3. "Needs a stronger financial support."

4. No comment.

5. "Limited resources."

6. "Funding in some areas; counseling is probably in terms of numbers of persons or hours of availability."

7. "(1) Not enough funds to offer additional programs (2) Funding for additional personnel."

8. "Strictures via the Regents for Higher Education and thus, from SOCJC, that hamper the innovative nature of the OASES. Constant struggle to keep the co-sponsoring staffs (MLS & SOCJC) updated on OASES' changing programs."

OVERALL RATING OF COMMUNICATIONS BETWEEN YOU AND OASES:

1. "Excellent. So many examples would not know how to list; just one or two - have been kept informed, both verbally and in writing, of problems and developments in a timely fashion. OASES Director has been an especially good communicator."

2. "Good - Although too much of (from my point of view) an 'I'm available when you need me' approach."

3. No comment.

4. "Have little reason for communication. OK when necessary."

5. "Good."

6. "Very good and improving."

7. "Good. (1) Personal contact (2) Telephone (3) Summary reports."

8. "High. Sandy Ingraham communicated most effectively; the MLS liaison, Paul Little, responded in kind."

OVERALL RATING OF COMMUNICATIONS BETWEEN SOCJC & MLS:

1. "Fair. The two assigned administrators probably should have scheduled regular meetings between them rather than meeting on more or less a 'crisis' basis. At times developing situations have gone too far before the two institutions communicated."

2. "Good. It has occurred as it should primarily between those responsible for the project (Project Director, Dean & MLS project person - At least one meeting between top administrators from each occurred this year - "

3. No comment.

4. "Not applicable."

5. "What's MLS?"

6. "Very good. Numerous meetings of various kinds involving all levels from top administration down."

7. "Excellent."

8. "Uneven."

DO YOU KNOW OF PROCEDURAL CHANGES MADE BY EITHER OR BOTH INSTITUTIONS TO ACCOMODATE NEEDS/INTERESTS OF THE OASES PROGRAM?

1. "Not really. Probably both have made procedural exceptions to accomodate specific situations or problems of OASES. Both institutions have seemed to make an effort to integrate OASES into their organizations as an entity, and sometimes this probably has caused them to overlook some exceptions that needed to be made for OASES."

2. "SOCJC: academic calendar, grade reporting cycle."

3. No comment.

4. "No."

5. "Telephone registration; enrollment & advisement."

6. "Funding by SOCJC to continue the Center as a part of the college's activities."

7. "I am not aware of any procedural changes."

8. "Cannot cite procedural changes, but do believe both institutions sought to expedite the decision-making and implemental processes as needed to further the program's success."

RECOMMENDATIONS TO OTHERS WHO WANT TO BECOME INVOLVED IN JOINT EFFORTS:

1. "More pre-planning that takes into account areas of problems and differences between organizations in terms of policies and procedures, establishing on-going management procedures and responsibilities, pre-commitment for financing of project by organizing parties, contingency planning, and so forth."

2. "Develop specific measurable objectives; stay within those objectives; work to understand constraints under which each agency operates."

3. No comment.

4. No comment.

5. No comment.

6. "Interview in depth those persons who have been involved in joint ventures at all levels."

7. "(1) Collect good data in community survey. (2) Write out specific guidelines. (3) Employ a fine director as SOCJC did. (4) Employ."

8. "Formally integrate and detail the decision-making process, and seek maximum delegation of administrative authority from member organizations to designated liaison staff."

DO YOU THINK THIS PROGRAM COULD BE CARRIED OUT BY A SINGLE AGENCY IN A MORE EFFICIENT MANNER?

1. "No."

2. "I would answer 'yes' using 'efficient' in its narrowest sense. Decisions could be reached more 'efficiently.' Personnel could make more 'efficient' use of time dealing with a single parent agency. However, project would not be possible with a single agency since the resources, skills of both are fundamental to the project."

3. No comment.

4. "No."

5. "?"

6. "No."

7. "No. Strength lies in cooperative efforts."

8. "No. While it requires more time to coordinate a cooperative program, the effort is worth the freight. The strength of OASES lies in its ability to bring about a sharing of resources in a creative manner to serve unserved educational needs."

REALISTIC FUTURE OF OASES:

1. "Success after the pains of changing it from a grant-funded into a locally funded project. Growth in size, number of communities it serves and other community agencies and organizations financing and participating in OASES."

2. "It will continue & grow."

3. "It takes at least two or three years to build a good track record and those people tend to rely on it. I feel it will continue to grow if resources are made available."

4. "Good - sharing of resources is refreshing."

5. "Maintained as an outreach center for SOCJC."

6. "Continuation in serving the community."

7. "Continued efforts as a program to reach unserved people south of the river."

8. "A reduced OASES staff; phased expansion of the program to include at least two more branch libraries in the next two years; consideration of participation by at least one additional higher education institution within the next two years."

B. MID-MANAGEMENT & PLANNING

The Mid-Management and Planning personnel receiving this questionnaire include those persons from both agencies providing programming assistance, support services of some type (i.e., publicity) or having some level of regular or frequent contact with the program (this includes persons having such contact by virtue of physical location.) A total of 19 questionnaires were distributed in this category and 15 were returned.

PERCEPTION OF PRIMARY GOAL(S) OF OASES:

1. "Find educational needs of community through needs assessments and try to fill with whatever desired programming and/or courses is needed, wherever it's needed, primarily in target area."

2. "Provide adult education & recreational programs for the target population."

3. "Provide continuing education/self-improvement opportunities to Capitol Hill residents."

4. "To provide adult educational opportunities, through scheduled courses and counseling services, to persons currently unserved or underserved."

5. "Serving as an outreach center."

6. "Provide credit & non-credit educational experiences based on identified community needs at a location easily accessible to community members."

7. "The primary goal of the OASES project is to provide educational opportunities to individuals in a location that they feel comfortable in. It also has the potential to encourage confidence in people who have desires to know more but who have not realized success in their past endeavors."

8. "To create service and educational opportunities for the underserved audiences (Mex. Amer., Native American, Senior Citizens) of the Capitol Hill area in particular and the metropolitan area in general."

9. "(1) Provide educational opportunities to specified target audience; (2) experiment with or develop cooperation model; (3) image builder for the college; (4) the college to obtain state monies for FTE generated."

10. "To involve in educational experiences traditionally underserved groups."

11. "Take course work to patrons who would otherwise not avail themselves of the opportunities."

12. "To provide educational programs which meet the needs of individuals seeking to obtain more education or knowledge and which may lead them into further study."

13. "To increase continuing and adult education services to an area and population currently underserved."

14. "Extension of SOCJC Community Services to specific target groups."

15. " 1 - Providing services to persons unserved by SOCJC & MLS;
2 - Developing model of shared resources."

HAVE THESE BEEN ACCOMPLISHED?

1. "Yes. Response seems to have been above predictions of normal activities of this nature."

2. "Yes. Very effective as to reaching target population - Mex. Americans; Native Americans & Elderly and providing services that these groups want."

3. "Yes."

4. "Yes."

5. "Yes."

6. "Yes."

7. "Yes. I feel that the program has made many opportunities available to people who ordinarily would not have taken the time or the effort to approach postsecondary education in a traditional environment."

8. "Yes. Apparently, the designated target audiences have been served both in quality and quantity."

9. "Yes. Primarily yes, an excellent job has been done in the provision of services. However, there has been difficulty with the joint cooperation agreement."

10. "Yes."

11. "Yes."

12. "Don't really know."

13. "Yes."

14. "Yes."

15. "Yes. Qualification - Progress is good, much can be done."

PERCEPTION OF VALUE OF MAINTAINING OR CHANGING PRIMARY GOALS:

1. "Can see no positive value in changing goals; possibly different ways and broader base to attaining goals."

2. "Provide experiences & opportunities that are not being done elsewhere; OASES is a real community asset."

3. "Still many people who haven't been served. Need to continue to try to reach them."

4. "This primary goal should remain unchanged. OASES is still servicing individuals for the first time."

5. "Better service to public."

6. Realistic goals if funding is available."

7. "It is extremely important for the sake of the clientele of OASES that the provision of opportunities and the enhancement of self-confidence be maintained as primary goals for the program."

8. "There is great value in maintaining primary goals. Community Service already has a very strong program for serving general audience needs. OASES provides an excellent vehicle for serving the underserved. This creates well balanced Com. Ser. program."

9. "The overriding goal should be to maintain the provision of services. However, before OASES continues as a cooperative venture both agencies should put in writing specific OASES policies & procedures as opposed to either agency trying to impose its policies and/or philosophy."

10. "I place a high value on maintenance of the goals but I'm pragmatic enough to realize that it's not financially feasible."

11. "Should be maintained."

12. "Goals seem O.K. May need to find out if other or additional programs are needed or wanted."

13. I feel this goal should be maintained. It seems to be effective in meeting a needed area of service."

14. No comments.

15. "Expand services within resources to reach more people."

WHO DO YOU SEE AS BEING RESPONSIBLE FOR MAKING POLICY DECISIONS AT OASES?

1. "Administration at library and college."

2. "Director."

3. "OASES Director in conjunction with library & college representatives."

4. "Policy decisions should be a joint decision between SOCJC and MLS Chief Administrators strongly considering OASES staff suggestions and comments."

5. "The Director."

6. "Policy decisions are made by SOCJC Regents - Recommendations should arise from OASES Staff & Community Service."

7. "The Board of Regents of SOCJC and the Library Board."

8. "SOCJC predominantly but this is only an impression. No data."

9. "This has been one of the primary problem areas, e.g., the college trying to totally impose its policies & procedures."

10. "Confused - not sure."

11. "Dean of Community Services."

12. "OASES, SOCJC & MLS administrators of the program."

13. "Dean of Community Service in consultation with President's Planning Council."

14. "Dean of Community Services as an extension of Board and President."

15. "Joint for facilities - SOCJC for personnel."

WHO DO YOU SEE AS BEING RESPONSIBLE FOR MAKING OPERATIONAL DECISIONS AT OASES?

1. "Director of project."

2. "All staff seem capable of making operational decisions when necessary; i.e., sometimes only one staff person is available when decision has to be made."

3. "OASES Director."
4. "Primarily, operational decisions should rest with the OASES staff."
5. "The Director."
6. "Staff recommend - Dudley approve."
7. "The Dean of Community Services and Program Coordinator."
8. "The director, although with an apparent abundance of supervision."
9. "Again, a problem area with the college trying to obtain total control."
10. "OASES staff."
11. "Director."
12. "The director of OASES."
13. "Director of OASES Center."
14. "Sandy."
15. "OASES director through SOCJC chain with MLS consultation."

ON A SCALE OF ZERO TO FIVE (ZERO BEING NEGATIVE) INDICATE YOUR PERCEPTIONS OF EACH AGENCY'S ADMINISTRATIVE COMMITMENT TO OASES:

	SOCJC	MLS
1.	3	4
2.	3	4
3.	Don't know	4
4.	3	4
5.	4	3
6.	5	Don't know
7.	4	4
8.	3-4	Don't know
9.	1	4
10.	3	Don't know

	(SOCJC)	(MLS)
11.	5	2
12.	Don't know	3
13.	4	3
14.	4	Don't know (I would assume high - 4)
15.	4	4

CITE SPECIFIC ACTIONS TAKEN BY CHIEF ADMINISTRATORS WHICH INDICATE SUPPORT OR LACK OF SUPPORT FOR OASES:

1. "Attempts at continued funding after grant period; lack of cooperative decision-making between college and library administrators on policy matters."
2. "No personal knowledge."
3. "Paul Little spends a great deal of time on project. Lee Brawner actively promotes it and mentions it in his talks to other groups."
4. "Support by both agencies has been indicated by renewing in-kind and real financial aid."
5. No comments.
6. "Development of hard funding."
7. "Financial support and encouragement. Desire to promote and expand services. Willingness to continue the program even though there will be no Federal dollar support."
8. "Not that well versed on specific actions which would indicate support level for the program. The original decision to make OASES a general programming facility doesn't say much for continuing support of the program in its original form."
9. "SOCJC - logistic with some programming support; lack of support evident through unwillingness to work with MLS as opposed to doing everything possible to work around the MLS. MLS - appears to have been more dedicated to make the cooperative venture work; some additional OASES staff support."
10. No comments.
11. "Continued funding after grant expires."
12. "Don't know."

13. "At SOCJC - support in areas of instruction resources and materials; support in transportation needs."

14. "I don't know."

15. "SOCJC - funding for staff & operation. MLS - facilities, concern for operations."

STRONG POINTS OF OASES:

1. "Counselors and coordinators working in target community; community-based assessments; flexibility of class location; classes and courses that fill identified needs."

2. "Strong outreach by staff; very aware of community needs & wants."

3. "Well rounded programs; intelligent, concerned staff; fills a community need."

4. "Being community based, highly qualified staff."

5. "Willingness to serve people."

6. "Needs surveys, development of courses based on identified needs."

7. "The strongest point that I am aware of is the closeness of the program to the people. People have a chance to participate in learning that they have wanted for a long time."

8. "Cooperative venture, underserved as a target audience, availability of counseling services at OASES for OASES participants, programming based on community assessment, bilingual and minority personnel."

9. "(1) The commitment of the OASES staff to make the project a success in the face of having to contend with two separate administrative structures. (2) Community assessment and input into programming wants & needs. (3) Outreach efforts. (4) OASES accomplishments."

10. "Flexibility, commitment of staff."

11. "Commitment by the staff."

12. "Excellent staff. The staff seems willing to work with individuals seeking their help."

13. "1. It reaches a minority individual. 2. It is located among the people it serves."

14. "Outreach - direct community service."

15. "Service to persons not served - college off-campus."

WEAK POINTS OF OASES:

1. "Lack of organized, advance planning on some projects as relating to publicity."

2. "Lack of staff, money, equipment to expand services. Physical facilities are somewhat limited."

3. "Hassles with SOCJC; frequently not enough lead time in planning & promoting programs; still many people to reach."

4. "Need to widen publicity."

5. No comments.

6. "Generating hard dollars."

7. "I am aware of a problem which results in an attempt to get a program in full swing in two years. There is no weakness associated with this problem - it takes time to reach out."

8. "No capability to maintain present concept and level of service to underserved without continuing grant money. Office and classroom space are far too limited."

9. "(1) The lack of definitive OASES policies. (2) Administrative problems, i.e., administrative conflicts between agencies. (3) There was a definite need for several additional (full-time) OASES staff members. (4) SOCJC Community Service administrator."

10. "1) By its nature it is dependent on outside funding in a time of growing unrest for 'cut-backs' in government spending. 2) Tendency for unique programs to take on 'we're special' attitude which is read by others as 'we're better'."

11. "Policy making on main campus."

12. "??"

13. "1) Possible lack of communication between on campus - staff. 2) Possible abuse of the OASES program by certain staff members."

14. "?"

15. "Identity - neither college or library."

OVERALL RATING OF COMMUNICATIONS BETWEEN YOU & OASES:

1. "Fine. My office made aware of OASES program plans in order that patrons could be referred there. Other communications problems solved easily by making staff aware of difficulty."

2. "Good - able to work out all conflicts with no animosity."

3. "Adequate to good. Like all staff I've met but don't have much contact with them."

4. "Some improvement needed. It would be very beneficial to receive advanced notice of all courses scheduled by OASES so as not to duplicate and for referrals."

5. "Very good with few exceptions."

6. "Adequate."

7. "I feel that we have communicated as well as we could have given the time and the conditions that we have had to deal with. I think that there is room for improvement on both sides, that is, I'm sure that the folks at OASES would communicate with me more if I communicated with them more."

8. "Good! Shared grant money and resources have resulted in some excellent programming for underserved people during the fiscal year. Problems were few; programming quality and quantity generally good. Communication in general was excellent."

9. "I have never had a communications problem between myself and OASES. However, I deal directly with the OASES staff, rather than going through Community Service. I feel that there would have been many communications problems had I attempted to go through Community Service to reach OASES."

10. "Excellent. I have periodic contact with at least two of the staff outside of scheduled staff meetings."

11. "Excellent, to the degree needed. The staff has contacted me for assistance, etc., directly."

12. "OK - seldom have need for communication (other than casual) between OASES & myself."

13. "Fair or average."

14. "Could be improved and Dean with Institute Managers are working on this."

15. "Poor, compared to on-campus departments."

OVERALL RATING OF COMMUNICATIONS BETWEEN SOCJC & MLS:

1. No comments.

2. "Okay - not personally aware."

3. "Don't know - only hearsay."

4. No comments.

5. "Good."

6. "I don't know what MLS is."

7. "I am not able to give a response in this area."

8. "Apparently, lots of effort on both sides to work out all problems. Some problems regarding disputed authority may exist at present and I am not sure these have been or are being satisfactorily resolved. There seems to be good will on both sides and there is reason to believe differences, if they exist, can be smoothed out."

9. "Only fair - (1) Talkback television crisis. (2) Again, policies & procedures. (3) Closing policies; i.e., weather & holidays. (4) Expansion of programs into additional libraries. (5) The apparent difficulty in making plans to continue OASES without federal funding. (5) Etc."

10. "Don't know."

11. "No opinion."

12. "Don't know."

13. "Unknown."

14. "?"

15. "Should be better, from my limited view - Bless Paul Little for his work!"

DO YOU KNOW OF PROCEDURAL CHANGES MADE BY EITHER OR BOTH INSTITUTIONS TO ACCOMODATE NEEDS/INTEREST OF THE OASES PROGRAM?

1. "Give-and-take flow of information about programs being offered around the county by college, OASES, library and/or other community agencies. Referral of patrons with specific educational questions to OASES. Use of educational resource manual. Quicker publicity (facilities and techniques). Library ordering more complementary materials for OASES classes."

2. "No personal knowledge."

3. "no."

4. No comments.

5. "Telephone registration."

6. "Development of format on specific responsibilities for credit classes."

7. "I am not aware of any changes that are needed."

8. "I am aware, through staff meetings, that OASES has initiated a number of changes designed to be advantageous to the student. The need for these changes has been well defended. Particulars escape me, but I felt that each change was designed to elevate the students' chances for success."

9. "I am not aware of any that either agency has made. However, based upon observations, I would say that the MLS has done more to support OASES & 'accomodate' the college."

10. "No."

11. "No."

12. "MLS provides a means of circulating some materials to the 'students' even though the library is not open. Some books are catalogued specifically for initial use by OASES 'students' and staff."

13. "Yes - In the areas of admissions & student services, SOCJC is more flexible with OASES students."

14. "?"

15. "Credit arrangements at OASES & related."

RECOMMENDATIONS TO OTHERS WHO WANT TO BECOME INVOLVED IN JOINT EFFORTS:

1. "Administrators understanding their need to communicate with each other. Further delineation of expectations from each organization."

2. "Be flexible and thoroughly aware of each agency's goals and commitments."

3. "Make sure all organizations have similar goals for project; that responsibilities are fairly divided and clearly determined, that organizations' representatives can work well together."

4. "(1) A minimum of three years financing should be appropriated at the beginning. (2) On the outset, it should be determined which agency will have final word in cases of conflict between the agencies. This would avoid having the staff in limbo for a long period of time."

5. "Be concise."

6. No comments.

7. "I do not have any recommendations other than the experiences of the OASES project are a good example to follow."

8. "I highly recommend joint programming and service efforts if: 1. Both organizations have respective resources to be shared which are essential or highly desirable regarding the success of the project. 2. The philosophies of both organizations are compatible. 3. Both organizations are completely committed to the goals of the project. 4. Each organization's responsibilities are clearly delineated before the project is undertaken."

9. "(1) That both be dedicated to insuring the project's success. (2) That they are able & willing to work together, at all internal levels. (3) That the project's staff has as much autonomy as possible. (4) That specific & definitive project operational policies & procedures be formulated & adhered to by both agencies before project implementation. Policies & procedures should meet the needs of the project, not necessarily reflecting the individual operations of the separate agencies."

10. "At the beginning separate policies should be established for the joint project. Each should recognize that a third entity is being created and not just an extension of either one."

11. "A commitment of resources."

12. "To know what such an effort would entail - what is expected of each organization, the commitment of each, and the authority of each."

13. No comments.

14. "?"

15. "Set good responsibility & communication guidelines."

DO YOU THINK THIS PROGRAM COULD BE CARRIED OUT BY A SINGLE AGENCY IN A MORE EFFICIENT MANNER?

1. "No. Project needs various expertise and facilities of both agencies."

2. "No. A very wealthy agency could possibly do it, but this method combines the expertise of 2 completely different disciplines which permits a broad spectrum of ideas & comments."

3. "Don't know - probably."

4. "No."

5. "Yes. Less policy."

6. "Don't know."

7. "No. The value of having both the College and the Library System working together on this type of project is the sharing of facilities and resources as well as the sharing of contacts. The exposure that the agencies get as a result of their affiliation is a step in the right direction in providing needed services to the people."

8. "Yes. In this particular instance, yes. There seems to be some sensitivity developing over certain areas (disputed rights, etc.). Probably, at this point, more efficiency could be gained if OASES were controlled by one institution only. This is only speculation however. It could be that areas of disagreement are minor and unthreatening to the future success of OASES."

9. "No. The concept of taking the services to the specific target areas & populations requires the joint operation to meet that end & any semblance of cost-effectiveness. Joint effort has broader public appeal base to generate support."

10. "Yes. Efficient, yes, but the program would not get the benefit of the diverse resources of two agencies."

11. "Yes. Less energy spent in communicating & problem solving."

12. "In management of the program yes - in funding the program, then not necessarily. As to management - the fewer people to have to agree on any one decision the better."

13. "?"

14. "?"

15. "Yes. More efficient - yes; more effectively, probably not."

REALISTIC FUTURE OF OASES:

1. "OASES continuing at Capitol Hill and gradually expanding to other areas of the county, possibly in cooperation with other colleges and universities."

2. "Possible relocation or addition to in order to expand. Physical limitations as to number of classes & class size are apparent. Excellent program as long as quality staffing is maintained."

3. "Can't predict since don't know what funding situation will be after July 1. Hope it can continue to function."

4. "With appropriate funds and qualified staff, it is possible for the OASES program to be operational in every part of the county."

5. "Extension Service."

6. "Don't know."

7. "I feel that, if the level of commitment is maintained by both agencies, OASES can continue to grow and to provide postsecondary education to the constituents of the College and the Library System. I do not see why it cannot grow given the definite direction toward Community Education and Lifelong Learning that this state is going in."

8. "Original goal of OASES will be maintained but not expanded. I doubt if service to the underserved will ever reach the present level again. There will be more emphasis placed on general programming, and income through tuitions will become increasingly important. Amount of income generated will determine level of programming to underserved which will be maintained."

9. "Regretfully, I see OASES ceasing to exist as a separate entity, and becoming an indistinguishable aspect of SOCJC Community Service due to Community Service Administrator's intent to direct project and expressed disinterest in cooperative arrangements."

10. "That its goals will be diluted to meet budgetary reality."

11. "A continuing function of SOCJC, a growing function."

12. "Providing needed educational programs and encouraging continuing education. Assisting individuals to basic educational goals."

13. "I feel it is serving a definite need & has great potential."

14. "?"

15. "Slow expansion; philosophical change toward more practical & less service."

C. ADVISORY COMMITTEE

All four Advisory Committee Members received and returned the questionnaire.

PERCEPTION OF PRIMARY GOAL(S) OF OASES:

1. "As an entry level point for making it possible for community folks to make a meaningful transition into institutions, i.e., library, higher ed, banking, social services, etc."

2. "Offering education to those who ordinarily would take courses due to: availability, insecurity, etc."

3. "Providing and encouraging participation by adults that heretofore would not have such opportunities for relevant education at their levels of comprehension."

4. "To provide educational opportunities for adults in their neighborhoods. Target group being those from a disadvantaged background."

HAVE THESE BEEN ACCOMPLISHED?

1. "Yes. Because of the way our society is structured, institutions are not truly accessible to community folks in general. OASES has bridged this void."

2. "Yes. Can easily be determined in enrollment success."

3. "Yes."

4. "Yes."

PERCEPTION OF VALUE OF MAINTAINING OR CHANGING PRIMARY GOALS:

1. "Maintaining its effectiveness is a must, change should only be in terms of improving and expanding the community outreach efforts."

2. "None."

3. "Without OASES, the target population now being served would be disenfranchised - removed from any opportunities for educational advancement for most involved."

4. "The value is a better opportunity for those disadvantaged people to have a better chance to improve their own life situation - better education, better jobs, etc."

WHO DO YOU SEE AS BEING RESPONSIBLE FOR MAKING POLICY DECISIONS AT OASES?

1. "SOCJC and MLS with (hopefully) advice from Advisory Committee."
2. "Board."
3. "SOCJC."
4. "Administration."

WHO DO YOU SEE AS BEING RESPONSIBLE FOR MAKING OPERATIONAL DECISIONS AT OASES?

1. "It should be key staff who have the best opportunity to have direct communications with administration and community."
2. "Staff."
3. "MLS."
4. "Staff."

ON A SCALE OF ZERO TO FIVE (ZERO BEING NEGATIVE) INDICATE YOUR PERCEPTIONS OF EACH AGENCY'S ADMINISTRATIVE COMMITMENT TO OASES:

	SOCJC	MLS
1.	Don't know	Don't know
2.	4	4
3.	5	5
4.	4	4

CITE SPECIFIC ACTIONS TAKEN BY THE CHIEF ADMINISTRATORS WHICH INDICATE SUPPORT OR LACK OF SUPPORT FOR OASES:

1. "At the last Advisory Committee Meeting, I was left with the impression that chief administrators were more concerned with short range economics than with longer range benefits that could be realized for all parties by reinforcing the community outreach concept."
2. "?"
3. No comments.
4. "Provide financial assistance for the continuation of program."

STRONG POINTS OF OASES:

1. "Direct personal contact with community human resources; these community people could not make the transition into higher education were it not for this encouragement and technical assistance provided by their direct contact with OASES staff & programs."

2. "The encouragement of minorities, etc., to further their education."

3. "Administrative staff's ability to reach out to community - active community participation."

4. "The participation in the planning of programs by local community people."

WEAK POINTS OF OASES:

1. "The fact that policy level people might not understand the vital role that OASES plays within this community, therefore, funding support becomes an economic/political factor. Long range planning cannot be properly planned in such an environment."

2. "Should be expanded to other areas (where the people are located.)"

3. No comments.

4. "Lack of funds for a stronger & expanded operation."

OVERALL RATING OF COMMUNICATIONS BETWEEN YOU AND OASES:

1. "Excellent. Whenever I have need for information, or, have referred individuals to OASES, our needs have been promptly addressed by the staff."

2. "Average - probably could be kept more current on progress. However, they are always willing to help & furnish information."

3. No comments.

4. "Good - I have been in communication by telephone with the Director. I have had several special visits by staff regarding special components of program which I am concerned with."

OVERALL RATING OF COMMUNICATIONS BETWEEN SOCJC & MLS:

1. "My own observation has been that the key policy people of both institutions are busy people, thereby they would find it difficult to stay on top of all their programs. For that reason one would have to rate their intra-communication as poor."

2. "Good - as far as I know. SOCJC always has representatives at meetings and appears willing to help."

3. "N/A"

4. "Don't know."

DO YOU KNOW OF PROCEDURAL CHANGES MADE BY EITHER OR BOTH INSTITUTIONS TO ACCOMODATE NEEDS/INTERESTS OF THE OASES PROGRAM?

1. "Since my last contact as an Advisory Committee person, I was under the impression that because of economic considerations (federal funding) the changes being contemplated with regard to OASES were to reduce or change procedures which in my opinion would not serve either the interest of OASES or the outreach c mmunity."

2. "Do not know."

3. "N/A"

4. "No."

RECOMMENDATIONS TO OTHERS WHO WANT TO BECOME INVOLVED IN JOINT EFFORTS:

1. "I am currently working with representatives from ORO, city, county, and state levels to work jointly to support the different programs which have proved their effectiveness and accountability of activities. One of the outstanding programs is OASES."

2. "Common goals and good communication."

3. "It obviously takes more effort, involvement, coordination and communication but the end results are more noteworthy."

4. "To have some long range (1-5 years) goals and objectives in mind for your service population."

DO YOU THINK THIS PROGRAM COULD BE CARRIED OUT BY A SINGLE AGENCY IN A MORE EFFICIENT MANNER?

1. "No. I am a firm believer that the multi-faceted needs of our society can only be best served whenever multi-services are provided by different entities, provided such services are designed to receive consumer input so that all efforts and activities are presented in a coordinated fashion. That such a concept is difficult, it's true, but not impossible."

2. "No. I believe the help is necessary."

3. "No. The interagency dependence is one of the key features in the program. Such assistance is reflected in other areas of involvement with the community and existing programs."

4. "No."

REALISTIC FUTURE OF OASES:

1. "With an increased commitment from its sponsoring institutions, the philosophy of OASES would have a very favorable and productive future, due to the very fact that OASES already has a proven track record, and has built a broad constituency for both its sponsoring institutions in the process."

2. "Unlimited."

3. "Could serve as a model for other programs in the state. Videotapes of programs and outreach techniques and procedures should be recorded and shared with other agencies working in education."

4. "Eventually OASES should work its way out of existence. While the neighborhood and community people can provide similar programs on their own."

D. STAFF

All six staff including the Director, two Program Assistants, the Northeast Outreach Specialist, the Counselor and Secretary received and returned the questionnaire.

PERCEPTION OF PRIMARY GOAL(S) OF OASES:

1. "Continuing adult education and to serve as an outreach arm of SOCJC; also to service unmet adult education needs of minority community of Oklahoma City."

2. "1) to serve the un- and underserved; 2) to encourage and facilitate participation in existing programs; 3) to develop policies and processes for continuing interagency cooperation."

3. "Providing specific educational opportunities to a designated targeted community."

4. "To develop a method of providing previously unserved and underserved persons with increased access to educational opportunities; test the concepts developed to see if they are valuable and replicable; develop a model of interagency cooperation."

5. "1) serve the educationally underserved as a stepping stone; 2) respond to stated educational needs of the local area; 3) provide an innovative, jointly sponsored approach to education."

6. "To provide a cost-effective educational service to persons who are educationally unserved by combining knowledge, awareness, funds & facilities of two educationally-oriented agencies."

HAVE THESE BEEN ACCOMPLISHED?

1. "Yes and no. Somewhat but I think we are certainly making headway."

2. "Yes. But it is a life-long learning process we are trying to establish so there is a continuing need for OASES' existence."

3. "Yes. I feel that the goal of providing educational servcies of OASES to the community has been accomplished along with residents' educational needs being met."

4. "Yes. Certainly not to the optimum degree but exceeding original expectations. Much is left to be done."

5. "Yes. The first two goals are continually being responded to and there is a continued expressed need; the third goal (joint programming) has room for improvement."

6. "Yes. With great effort this last year of federal funding."

PERCEPTION OF VALUE OF MAINTAINING OR CHANGING PRIMARY GOALS:

1. "I wouldn't change them at this time."

2. "They provide a valuable service both to the community and the institutions we are part of."

3. "Because the present goals are more realistic in obtaining and as well as meeting specific needs in the particular target groups."

4. "The 'model', being developed, needs refined and continual testing over time; the main purpose of providing educational services to persons who usually do not have such opportunities is extremely valuable and needs maintained."

5. "Maintaining these meets a great human need, provides a model for growth both locally and nationally."

6. "Maintaining those goals is most important - I think this due to the positive response from students."

WHO DO YOU SEE AS BEING RESPONSIBLE FOR MAKING POLICY DECISIONS AT OASES?

1. "Director with concurrence of staff."

2. "SOCJC & MLS administration & their governing boards and OASES director, and Advisory Councils."

3. "I think both institutions should be involved as well as input from community residents."

4. "Is: SOCJC administration & regents/should be: SOCJC & MLS administration and Boards."

5. "OASES Advisory Council."

6. Realistically, the SOCJC Bd. of Regents; ideally, the OASES Director, Chief of Extension Services of MLS & Dean of CSC at SOCJC."

WHO DO YOU SEE AS BEING RESPONSIBLE FOR MAKING OPERATIONAL DECISIONS AT OASES?

1. "Director."
2. "Staff."
3. "Both institutions."
4. "Director with advice from Dean of Community Services (SOCJC) & Chief of Extension Services (MLS)."
5. "OASES Director in coordination with both MLS & SOCJC."
6. "Again, ideally, the OASES Director & OASES Advisory Committee."

ON A SCALE OF ZERO TO FIVE (ZERO BEING NEGATIVE) INDICATE YOUR PERCEPTIONS OF EACH AGENCY'S ADMINISTRATIVE COMMITMENT TO OASES:

	SOCJC	MLS
1.	3	2
2.	3	4
3.	5	5
4.	3	3
5.	4	4
6.	3	4

CITE SPECIFIC ACTIONS TAKEN BY THE CHIEF ADMINISTRATORS WHICH INDICATE SUPPORT OR LACK OF SUPPORT FOR OASES:

1. "Uncertainty about OASES' direction at this point in time."
2. "SUPPORT: 1) SOCJC: refunding; modification of some policies for our operation, e.g., enrollment by phone. 2) MLS: constant, caring, and personal attention of Paul Little; efforts to get as much outside grant support for OASES; complete flexibility in allowing OASES to determine operational policy that works best for us. LACK OF SUPPORT: 1) SOCJC: lack of support of OASES objectives shown by trend to make OASES a branch of the college doing general programming instead of carrying on the commitment to low-income "un" & "underserved." 2) MLS: financial inability to be more supportive of OASES staff & programs."

3. "I have no knowledge of specific actions."

4. "FOR: (SOCJC) high percentage of total funding picked up for the third year of the program; giving an audience to OASES advisory committee members; (MLS) assistance in obtaining national recognition; continually accessible or leaves decision making capability with accessible persons; time and effort spent on soliciting additional outside funding. LACK: (SOCJC) not enough familiarity with actual workings of OASES program; (MLS) lack of budgetary commitment for third year of the program."

5. "Effort to provide financial support from both agencies; some inflexibility in policies to fit program has the effect of non-support."

6. "I have a definite bias towards citing lack of support from SOCJC. Communication has failed to go beyond the Dean of CSC on several occasions, even so far as failure to contact the Personnel Office at SOCJC 12 working days after Sandy Ingraham's resignation. I think this epitomizes the inefficiency & lack of consideration OASES has had to deal with where SOCJC is concerned."

STRONG POINTS OF OASES:

1. "Flexibility and the freedom to innovate - a strong team approach."

2. "Community-based, community-oriented programming - some excellent support from specific departments at SOCJC and MLS, e.g., media production, LRC, financial aids, bookstore, library circulation dept., and others."

3. "The total concept of providing community programming seems to be the strongest point of the program. The part OASES plays in the community as the liasion between the college & library."

4. "Community based; student oriented; can take advantage of resources and sanctions of joint sponsors; specific target area & populations; high level of staff commitment."

5. "Continued needs assessment; individual & team effort of OASES staff persons - human/caring oriented; efficient programming."

6. "The OASES staff is still a very strong point. Each staff member clearly understands the concept & acts upon that understanding. This is also meant to speak highly for the concept & its specific goals & objectives."

WEAK POINTS OF OASES:

1. "Periodic breakdown in communication with the main campus."

2. "1) INTERNAL: The strong sense of community orientation among OASES staff is misunderstood and (I feel) viewed suspiciously by some SOCJC administrators resulting in efforts to more tightly control professional activities and modify the program planning to be more concerned about making money for the institution rather than serving real community needs. These actions sometimes impede expedient operation of OASES & weaken office morale. 2) EXTERNAL: OASES needs to review & replan publicity efforts to involve participants more in program planning (expand advisory council.)"

3. "I think there should be more publicity about OASES. I think the concept should be shared with other communities."

4. "Lack of coordination (specifically planning & management) between SOCJC & MLS causes fragmented efforts & allegiences at times; 'stepchild' relationship to SOCJC; strict, restrictive management style imposed upon OASES staff from SOCJC supervisor."

5. "Lack of coordination between two sponsoring organizations at times hinders program effectiveness."

6. "The protocol involved in an institute of higher education is monotonous & frustrating. I believe failures are dwelled upon far more than victories; and in looking for failure, it's hard to see the forest for the trees. The MLS seems to be more supportive of the innovativeness of OASES."

OVERALL RATING OF COMMUNICATIONS BETWEEN YOU AND OASES:

1. "On a level of 1-10, I would rate communication about 5."

2. "Excellent - the staff is close, open, and honest with each other - we care and give active support to each other & all OASES programs."

3. "Communications are good; most times I can get information I need."

4. "Excellent inter-staff communications maintained. All staff can be flexible enough to facilitate communication needs."

5. "Excellent; staff communication is constant & effective."

6. "Communication lines within the OASES staff are very good."

OVERALL RATING OF COMMUNICATIONS BETWEEN SOCJC & MLS:

1. "Very poor."

2. "Fair to poor - communication means 2-way interaction; the SOCJC administration has a habit of telling & not genuinely listening."

3. "I can not fairly rate communication because I don't have direct communication between SOCJC/MLS."

4. "Frequent, but becoming increasingly ineffective in the past year, i.e., much time & effort spent on writing joint operation procedures which were virtually ignored in actuality."

5. "Not bad; room for improvement as in 'weather policy'; coordination in staff meetings, and the lack of policies related to OASES (as an outreach, joint program) is a drawback in communications."

6. "Poor. There is virtually no communication except when a crisis develops."

DO YOU KNOW OF PROCEDURAL CHANGES MADE BY EITHER OR BOTH INSTITUTIONS TO ACCOMODATE NEEDS/INTERESTS OF THE OASES PROGRAM?

1. "Don't know."

2. "SOCJC: off-campus enrollment procedures; tutorial program; non-citizen enrollment. MLS: check-out policy, overdue policy, and obtaining library cards for OASES patrons, specifically the non-English speaking."

3. "I do not have clear knowledge of procedural changes at this time."

4. "Both institutions have developed procedures where none have existed or at times have 'bent' procedures to accomodate unique needs. However, there has been much hesitation to make procedural changes - as if there was a fear it would relinquish some control through such change. Result - harmful inconsistency & selective enforcement."

5. "Agreement regarding copyright in OASES' name helpful."

6. "Ability to call in enrollments & up until now (I don't know if this will be changed), ability to call in for section numbers. MLS allowed OASES staff ability to issue library cards for our GED students who came in after library closed & also a system for checking books in & out to students in late evening classes."

RECOMMENDATIONS TO OTHERS WHO WANT TO BECOME INVOLVED IN JOINT EFFORTS:

1. "Strong administrative support with definite goals and objectives."

2. "Be willing to be flexible enough to adapt or create new policy for a more expedient operation and be sure those people (not just top administrators) that will have the most to do with the functioning (e.g., admissions, financial aid, etc.) understand the policies or be in on formulation of them & understand how & why they relate to the joint effort. All levels of administration should be committed to the project."

3. "I would recommend that both organizations get complete support at the beginning, keep close contact & clear communication between the two. Both should have total commitment to each other."

4. "Enter into joint efforts only if there is a strong, serious commitment to the program's goals & purpose."

5. "Energies need to go into developing coopeartive procedures for the program that satisfy both agencies' needs. This does require flexibility so that policies fit the program, not vice versa."

6. "Concept should be clearly understood when considering the joint effort; be sure that you're dealing with administrators who can think in terms of concepts. To an extent, the joint effort should be regarded as a separate entity & therefore should have its own set of 'policies & procedures.' It is imperative that these be considered during conception, rather than at two years of age."

DO YOU THINK THIS PROGRAM COULD BE CARRIED OUT BY A SINGLE AGENCY IN A MORE EFFICIENT MANNER?

1. "Yes & no. It would depend on agency commitment and support or of having the resources to draw on."

2. "No. This program is about inter-institutional and interagency cooperation; that's one of the most unique things about OASES. How could it work in a single agency?!"

3. "Yes. I think the program could be carried out by a single agency as well. The same kind of commitment is necessary; the same support should be present."

4. "No. Both institutions bring with them sanction to serve portions of the community who need our services - this would be too limited with just one sponsor. Also, resources needed are more probably obtained through shared sponsorship(i.e., increased grant source access.)"

5. "No."

6. "No, because of the versatility it offers which higher education, in general, does not operate on."

REALISTIC FUTURE OF OASES:

1. "It will probably become institutionalized into the main SOCJC campus and if this happens, it could lose its effectiveness."

2. "I see possibility of OASES strengthening community involvement and support and becoming a real model of community education that adknowledges and encourages 'community ownership' of the program. It really depends on the trends set by SOCJC in the next few months in the transition from federal funds to local as to whether this model develops or OASES becomes just another off-campus programming site for the college with little sensitivity to the needs of the local community."

3. "I see OASES as being restricted in its ability to provide a highly needed service. For funding, political or whatever reasons, I really feel that OASES will become limited in meeting specific needs in the community."

4. "With a reaffirmment of original commitment by sponsoring institutions, I see a continued service provided much as it has functioned in the past; although perhaps with funding constraints with some decrease in total percentage - not a phasing out of any component. Without this reaffirmment, the future of OASES is traditional junior college & community service classes being held in a library setting under a 'profit motive'."

5. "Continuation of goals with expansion into other educationally under-served areas."

6. "Unless the 'air is cleared', I believe it will fold. I think the OASES staff is going to fatigue from beating its head against a brick wall."

BUDGET REPORT

CATEGORY/ITEM	2ND YEAR BUDGET	ENCUMBERED	EXPENDED	FREE BALANCE
A. Direct Costs				
1. Salaries & wages				
a. Professional	32,395.38	0	32,395.38	0
b. Clerical/ Classified	8,400.30	0	8,400.30	0
c. Work-study	503.01	0	488.70	14.31
2. Employee Benefits	4,987.71	0	4,983.29	4.42
3. Travel	742.06	0	742.06	0
4. Materials & Supplies	1,075.58	14.25	1,056.38	4.95
5. Communications	1,166.96	0	1,166.96	0
Dept. Totals	49,271.00	14.25	49,233.07	23.68
B. Indirect Cost	3,942.00	1.14	3,938.65	2.21
TOTAL	53,213.00	15.39	53,171.72	25.89

1977-78 INSTITUTIONAL SUPPORT:
SOUTH OKLAHOMA CITY JUNIOR COLLEGE

EQUIPMENT & FURNISHINGS		$ 175.00
Item (number)	Cost:	
2-drawer file cabinet	175.00	
BUILDING SPACE RENOVATION & IMPROVEMENT		$ 1,025.00
Installation of talkback television receiving equipment	1025.00	
SOCJC PERSONNEL: SALARIES		$17,160.00
VP of Instructional Affairs	150/mo.	
Dean of Community Services	250/mo.	
Community Services Staff (3 Coordinators & 1 Secretary)	120/mo.	
Institute Managers (5)	200/mo.	
Personnel Office	65/mo.	
Learning Resources Center	210/mo.	
Public Relations	125/mo.	
Admissions	180/mo.	
Financial Aids	105/mo.	
Book Store	25/mo.	
BOOKS & OTHER MATERIALS		$ 2,500.00
BUS & TRANSPORTATION COSTS		$ 7,047.50
8190 total miles used this year @ 25¢/mile	2047.50	
Van	5000.00	
INSTRUCTIONAL STAFF		$15,323.00
Adjunct faculty	15,323.00	
OASES STAFF		$14,780.00
Program Assistant Salary	13,280.00	
Benefits	1500.00	

PRINTING, REPRODUCTION, ART	$ 500.00
POSTAGE	$ 1,000.00
TOTAL:	$59,510.50

1977-78 INSTITUTIONAL SUPPORT:
METROPOLITAN LIBRARY SYSTEM

EQUIPMENT & FURNISHINGS . . . . . $ 2,800.60

Item (number)	Cost:
JVC Videotape playback unit and monitor (1)	1638.00
Pentax camera (1)	187.75
Tape players (6)	210.00
Electric baseboard heaters (2)	72.00
Bell & Howell Language Master (1)	215.95
Portable chalkboard (1)	100.00
AV equipment cart (1)	192.00
Portable table-top projection screen (1)	14.95
CT Guided Reader (1)	169.95

BUILDING SPACE & USAGE . . . . . $ 9,530.00

1800 square feet of space at Capitol Hill Branch Library at rental value of $3.80 per square foot	6840.00
Maintenance & utility costs for 1800 square feet at 30¢ per foot per year	540.00
1000 square feet of space at Ralph Ellison Branch Library at rental value of $4.00 per square foot (one half year's use)	2000.00
Maintenance & utility costs for 1000 square feet (Ralph Ellison) at 30¢ per foot per year (one half year's use)	150.00

BUILDING SPACE RENOVATION & IMPROVEMENT . . . . . $ 530.00

Talkback television installation	300.00
Room renovation	230.00

REPRODUCTION		$ 1,500.00
MLS PERSONNEL: SALARIES		$27,060.00
Director	80/mo.	
Associate Director	55/mo.	
Extension Services Office:		
Chief of Extension Services	250/mo.	
Outreach Specialist	1140/mo.	
Business Office	85/mo.	
Audio Visual Dept.	110/mo.	
Travel for Outreach Specialist	50/mo.	
Capitol Hill Library Staff	200/mo.	
Ralph Ellison Library Staff	200/mo.	
Materials Specialists	100/mo.	
Public Information - Art Dept.	175/mo.	
BOOKS & OTHER MATERIALS		$32,599.15
Already owned that are relevant to studies of students and used by them	17,000.00	
Purchased by MLS that are relevant to courses offered and made available to program	11,000.00	
Guided reading materials	442.00	
Cambridge GED video-cassette package	3015.00	
Cambridge GED study materials	950.45	
Tutorette Audio Card program	191.70	
TOTAL:		$74,019.75

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